DOCUMENT RESUME

ED 212 577 SP 019 545

AUTHOR Berman, Judith
TITLE The Development of Case Studies on the Manner in Which Teachers Are Introduced to Teaching in Schools in Low-Income Areas. State-of-the-Problem Report.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Cambridge, Mass.
PUB DATE Oct 80
NOTE 80p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Cultural Differences; Educational Improvement; Educational Research; Federal Programs; *Institutional Characteristics; *Low Income Groups; *Multicultural Education; Program Evaluation; School Community Relationship; *Teacher Characteristics; *Teacher Education; *Teaching Methods
IDENTIFIERS *Teacher Corps

ABSTRACT

This report focuses on how teachers can best be introduced to teaching in low-income schools. The report is based on findings in research literature and documents. An in-depth literature review draws on materials from a number of different educational disciplines for perspectives on training methods, competencies, characteristics, and other factors that influence effective teaching. Documents specifically about Teacher Corps projects are separately examined, and common denominators in training methods are identified, especially in the area of multicultural education. A synopsis of the state of the problem is offered, and issues of central concern which have emerged from the literature and document reviews are summarized. Recommendations are made of aproaches which might lead to the resolution of some of the key problem areas. Separate annotated bibliographies of the books, journal articles, and documents cited in each of the two sections are appended. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED212577

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

✓ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE DEVELOPMENT OF CASE STUDIES ON THE MANNER IN WHICH TEACHERS ARE INTRODUCED TO TEACHING IN SCHOOLS IN LOW-INCOME AREAS

STATE-OF-THE-PROBLEM REPORT

October 31, 1980

JUDITH BERMAN, Ed.D.
Project Director

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith Berman

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

American Institutes for Research in the Behavioral Sciences, 22 Hilliard Street, Cambridge, MA 02138
(617) 661-6180

SP 019 545

TABLE OF CONTENTS

Chapter I Introduction..... 1

Chapter II Literature Review..... 5

Introduction: An Interdisciplinary Approach..... 5

The Need for Improved Teacher Preparation..... 7

Characteristics of Low-Income Schools..... 13

Characteristics of Teachers for Low-Income Schools..... 18

How to Prepare Teachers for Low-Income Area Schools.... 24

Conclusion: The State-of-the-Art..... 29

Chapter III Documents Review..... 33

Introduction..... 33

Teacher Corps Overview..... 34

Multicultural Education Defined..... 37

Multicultural Objectives and Activities..... 41

Multicultural Competencies..... 44

Teacher Preparation for Low-Income Area Schools..... 47

Conclusion: The State-of-the-Art..... 49

Chapter IV State-of-the-Problem Synopsis..... 51

Introduction..... 51

Current Issues..... 52

1. Meeting Training Needs..... 52
2. Employing Appropriate Language..... 53
3. Economics and Ethnicity..... 54
4. Training for Middle-Class versus Low-Income Area Schools..... 55
5. Training for Different Low-Income Area Schools.. 56
6. Training for Different Types of Interns..... 56
7. Identifying Specific Skills and Awarenesses..... 57
8. Identifying Appropriate Training Strategies..... 59
9. Sequencing of Training..... 61
10. Need for Further Research..... 62

Conclusion..... 62

Appendix I Annotated Bibliography of Literature

Appendix II Bibliography of Teacher Corps Documents

(Education) is the very foundation of good citizenship. Today it is the principal instrument in awakening the child's cultural values, in preparing him for later professional training and in helping him adjust normally to his environment...(Brown v. Board of Education, 1964)

CHAPTER I
INTRODUCTION

"It is now clear that American public education is organized and functions along social and economic class lines" (p. 2). So said Dr. Kenneth B. Clark in 1965; the same year that the Teacher Corps was authorized under Title V of the Higher Education Act. Educators have been forced to recognize that many educational inequalities run along lines of socioeconomic status. During the past fifteen years educators have been forced not only to recognize, but also to begin to correct, many of the problems forseen by Clark.

What are some of these problems? To begin with, schools serving primarily minority and low-income children tend to offer a substantially lower quality of education, when compared with school systems located in middle-class communities. Facilities are often lacking; the teacher population is transient; many teachers seek assignments in white middle-class neighborhoods. Those teachers who stay tend to receive less supervision and experience more classroom difficulties. Drop-out rates are high for both students and teachers in low-income area schools. "In effect, the public schools have become captives of the middle class in our society" (Clark, p. 3). By the same token, low-income schools have historically been shunted by the American educational system.

The educational system serves as both the cause and the effect of this problem. On the one hand, the schools merely reflect those socio-economic inequalities which operate in the society at large. The same teachers who would prefer to teach in middle-class communities would also prefer to live in those communities. On the other hand, school systems also serve to perpetuate the unequal treatment of minorities and the poor. Inadequately trained teachers are one contributing factor when an inferior quality of education is offered. Low-income students who have not received the benefits of a quality education are, in turn, effectively denied improved employment opportunities.

Long-term solutions to the problems of American classism and racism obviously entail major social, economic, and political revisions. In

the meantime, many immediate problems of a very practical nature must be tackled if the educational inequalities are not to go unchallenged. The Teacher Corps is one program which was designed to meet this need. The Teacher Corps and other similar programs have been created in order to:

(1) improve the quality of education in low-income area schools;

(2) derive better methods for preparing teachers to work in low-income area schools; and

(3) develop a substantial body of knowledge about teaching and learning in low-income area schools.

This report focuses on one aspect of the larger set of problems described above. That is, how teachers can best be introduced to teaching in low-income area schools. Since we are addressing a subject, the importance of which has been recognized by the experts only relatively recently, and for which existing research is limited, the state-of-the-art remains somewhat undefined. This report seeks, therefore, to amass a body of relevant literature and documents and then to cull significant learnings from this field.

We will attempt to view our subject from a practical standpoint, emphasizing learnings which would be useful to the practitioner. The report begins with an in-depth literature review, drawing on materials from a number of different educational disciplines which can shed light on the question of how to introduce teachers to low-income area schools. In Chapter II, we turn to actual Teacher Corps project documents, in an attempt to discern the state-of-the-art with respect to Teacher Corps training methods for preparing teachers for low-income area schools. Finally, Chapter III offers a synopsis of the state-of-the-problem. We will summarize the issues of central concern which have emerged from our literature and documents reviews. In conclusion, we will recommend approaches which might lead to the resolution of some of the key problem areas.

A two-part bibliography is also included in this report (see Appendix I and Appendix II). An annotated bibliography of books, journal articles, and documents has been prepared from the body of literature which forms the basis of our Chapter II review. In addition, a separate bibliography has been compiled of the Teacher Corps documents utilized for the Chapter III documents review.

CHAPTER II
LITERATURE REVIEW

Introduction: An Interdisciplinary Approach

The body of literature pertaining to teacher education is voluminous. The past two decades, in particular, have heralded a multitude of innovations. New approaches have flourished, both in terms of the philosophy of teacher education, and also in terms of technical advancement in the field of teacher training. Within this vast field, our literature search has focused on those studies which pertain most specifically to teacher education for teachers preparing to enter low-income area schools.

An initial difficulty faced by our search has been the fact that no single discipline encompasses our field of interest. Instead, a variety of educational disciplines have attempted to address the question of how best to prepare teachers for low-income area schools. While in a few cases, this topic has been studied directly, in most other cases, we can gather information only through more indirect or implicit means. In addition, relevant contributions to the literature have been made by studies taking sociological, anthropological, or psychological perspectives.

As a result, we have chosen to follow an interdisciplinary approach in this literature review. Of course, certain disciplines have yielded a higher concentration of relevant studies than have others. In particular, we have emphasized the field of urban education. Although low-income area schools are not confined to urban areas, many urban schools are, in fact, low-income area schools. Therefore, urban educators have been forced to confront the issues common to low-income area schools. Fortunately, urban educators have consistantly demonstrated their readiness to explore critical factors in the education of poor and minority students who attend these schools. More recently, multicultural education and bi-linqual education have emerged as disciplines which are also willing to explore the issues of low-income area schools. Once again, because many

of the culturally diverse populations targeted by multicultural educators also fall into the low-income bracket, there has been a natural overlap in the concerns of these educators.

Clearly, educators in recent years have given evidence of an increasing concern for the education of low-income and minority groups. Educational equity has gained prominence as a national priority, with many federal legislative victories in recent years. Accordingly, it has become increasingly difficult for educators to avoid the pressing educational problems which must be solved if all Americans are to receive equal educational opportunities. However, educators have not always had an easy time grappling with these problems. Their struggles and confusions are evident from the quick succession of varying approaches and associated terminologies generated during a relatively brief period of time. For example, the population of interest to our literature search has been identified by terms as varied as "deprived," "disadvantaged", "underprivileged", "impoverished," or "culturally diverse" over the course of a few years. Similarly, low-income area schools have also been referred to as "slum schools," "ghetto schools," "inner-city schools" and "urban schools." These different terms indicate the rapidly changing outlooks of educators, who are searching for appropriate terms and strategies to deal with pressing educational problems. These terms reflect their confusion about how to best define the issues, let alone create solutions.

Our review has attempted to trace the development of educational approaches to teacher training for low-income area schools. We have attempted to represent as broadly as possible the range of outlooks and techniques undertaken in recent years. Much of the literature encountered has been essentially anecdotal in nature. Unfortunately, relatively few empirical studies have been conducted in this field. We have, however, emphasized as much as possible the most substantial studies, both those of a theoretical nature as well as those offering concrete or empirical evidence.

It is our hope and expectation that our interdisciplinary approach will enable us to extract the most meaningful contributions from the literature surveyed. Thus, we hope to be able to derive a statement of the problem which is based on a representative picture of the current state of American education, as it pertains to preparing teachers to work in low-income area schools.

We begin with a look at the need for improved teacher preparation for teachers entering low-income area schools. This need has been repeatedly voiced by educators. Then, we will survey that body of research which has attempted to answer the question of how best to prepare teachers for a low-income area school. One group of studies has focused on the characteristics of low-income schools and students. The basic assumption behind these studies is that, if educators can gain a better understanding of the characteristics of low-income schools, they can better prepare teachers for these schools. A second group of studies has focused on the characteristics of teachers. After examining this area of the literature, we will conclude with a look at some of the models which have been developed for preparing teachers for low-income area schools. Teacher Corps Programs will not be included here, as these programs will be discussed spearately in our Chapter III documents review.

The Need for Improved Teacher Preparation

The need for improving the quality of education in low-income area schools has been well documented during recent years. Educators have made repeated calls for action. Not only has a need been expressed for improving the general quality of education received by students, but a call for improving the quality of teacher preparation programs for low-income area schools has also been frequently sounded.

For many years, all teacher preparation programs were considered to be equally applicable for teachers entering all types of schools. Now, educators are recognizing that they must design new programs which will meet the specific needs of different types of schools. "The preparation

of teachers to work within the urban environment is one of the most crucial questions in American education," accoring to Rittenmeyer and Heinen (1976).

The Kerner Commission Report (1968) stated that inadequate teacher training on the part of institutions of higher education was responsible for many new teachers leaving their positions in urban schools. These teachers found that their training left them unable to handle the classroom situations in which they found themselves. A high turnover rate in low-income area schools appeared to be evidence of a need for improvement in both pre-service and inservice training. However, as Strom (1967) pointed out, educators have not always acknowledged this need:

> Impressed by the high incidence of teacher turnover in low-income schools, certain educators have come to perceive the turnover phenomenon as the greatest single problem we face rather than perceiving it as a natural outcome of inadequate teacher preparation. (p. 4)

Harty (1975) elaborated on the current status of teacher training programs for low-income area schools:

> One of the tremendous challenges facing contemporary American education is that of providing equal educational opportunities for the children and youth of the urban and rural poor. Teacher trainers unwillingly agree that the public schools as a whole have not been able to meet their educational responsibilities toward pupils from socially and economically deprived backgrounds. (p. 5)

Harty continued by expressing a dim view of existing efforts to correct this situation.

> Educational institutions and community agencies have launched major programs to combat the problems of disadvantaged youth, especially among minority groups living in urban or rural communities. Guidelines for change in teacher education, public school systems and the federal government often reflect limited insight into the attitudes, lifestyles, and problems of the culturally disadvantaged, especially those populations which have a legacy of poverty and isolation often spanning a period of a century or more. (p. 5)

Smith (1970) pointed to the increasing severity of need, particularly as concerns low-income area schools:

> For a number of years, traditional programs for the preparation of teachers, consisting of a hodge podge of methods courses and a one semester or quarter of student teaching, have been under attack....With the increasing awareness of the ineffectiveness of teachers in inner city schools, the attacks have become more severe and the ranks of the attackers have steadily increased. (p. 1)

As Smith indicated, those parties most vocal about the need for improved teacher preparation have tended to be "concerned professors of education" and "public school officials who are highly disturbed over the quality and effectiveness of (existing) programs" (p. 1). Empirical evidence was collected in two recent needs assessment surveys which corroborated the needs expressed above.

A survey of 53 teacher training institutes in Ohio was conducted in 1972. The purpose of this study was to "ascertain if the preparation of teachers and administrators is adequate to meet the needs of minority and disadvantaged pupils, especially in urban schools" (p. 6). Teacher education faculty at these institutions were queried regarding their own experiences in urban school settings. A substantial percentage of the faculty had had little or no direct experience. The teacher educators were also asked about the types of courses which were required of their students. Less than one fifth of the institutions stated that they required any courses pertaining to urban education. A similar percentage required courses pertaining directly to minority groups. Teacher training experiences related to minority or low-income populations were reported instead to occur more indirectly through the use of "outside resources" or within the traditional coursework (i.e. Foundations of Education, Principles of Education, or The Art of Teaching).

On the other hand, survey participants were asked if they thought that urban education should be a required part of the curriculum. In this case, about half of the respondents indicated that they felt that it was important to offer such courses to prospective teachers. In fact,

an even higher percentage stated that they felt these courses should be offered to all prospective teachers, regardless of whether they intended to teach in urban areas.

More recently, Rittenmeyer and Heinen (1976) conducted a national survey of superintendents in 157 larger cities in the United States. The aim of this study was to determine the status of "requirements, recommendations, and needs" (p. 9) in the preparation of teachers for urban settings. The survey revealed an extreme lack of appropriate preparatory experiences for urban teachers. Only 6 out of 97 respondents reported required courses in the fields of multicultural or urban education. Only eight required that teachers have a specific type of internship, practicum, or student teaching related to the urban setting.

On the other hand, a greater percentage, approximately 25 percent, of the respondents in this survey recommended that their teachers obtain further education regarding teaching in an urban setting within the first few years of their employment. As many as 62 percent of the superintendents indicated that inservice training was offered to their teachers, although not all of the inservice programs dealt with urban or multicultural issues. Finally, 69 percent of the respondents felt that educational problems existed which were unique to the urban school system. Cultural differences among the student body, student transiency, classroom management, and poor parental support were among the problems most frequently cited.

Thus, both educators and administrators expressed a need for improved teacher preparation for urban area schools. Both surveys revealed a need which was consistently greater than currently acknowledged, or addressed by, existing teacher preparation programs. These findings demonstrate a need for redesigning teacher preparation programs to increase their relevance for teachers entering low-income area schools. In addition, the findings imply a need for establishing new professional standards which will ensure improved teacher preparation at all institutions around the country.

Rittenmeyer and Heinen observed that certification requirements for teachers are reflective of the lack of appropriate standards for teacher preparation for teaching in different types of communities.

> No distinction in state certification regulations is made between those who wish to teach in urban areas as opposed to those who wish to teach in non-urban areas. While significant differences may indeed exist among various geographical areas within a state, differential kinds of preparation programs for teachers who will serve in differential areas of the state receive no attention. (pp. 6-7)

Saying that "the issue of ecological validity is paramount" (p. 6), these authors implied a hierarchy of related needs. First, educators must acknowledge the distinctions between teaching in areas with differential geographic, economic, or cultural characteristics. Second, once they have acknowledged the varying needs of teachers preparing for different areas, educators must construct preparatory programs which address these needs directly. Finally, certification and other professional requirements must reflect the educators' obligation to address these needs. Only in this way will professional standards be improved.

Kennedy, Cruickshank, and Myers (1976) raised a similar question: "Do teachers serving students in differential locations (inner-city, outer-city, rural, and suburban) perceive different classroom problems which would augur for differentiated preparation programs?" (p. 167) These authors pointed out two basic assumptions which underlie the need for redesigning teacher preparation programs:

> (a) life in classrooms differed markedly among schools depending upon the pupil population served, and consequently that (b) the usual programs of teacher education which purported to prepare teachers to work with undifferentiated student populations were unsatisfactory vehicles for those aspiring to work with the disadvantaged. (p. 167)

These distinctions lie at the heart of the matter; as educators recognize the different teacher/student dynamics of different classrooms, they also come to acknowledge the need for appropriate preparation programs.

The need for improved inservice training for teachers in low-income area schools has also been discussed in the literature. According to Wayson (1975),

> The need for inservice is nowhere as visible as it is in the schools in which minority students are served. Actually, the need does not become visible except in those schools which have a changing school population. We have neglected to enable teachers to understand minority relations both in the schools which have traditionally served only minority students and those schools which never see minority students. (p. 3)

Inservice is a particularly critical need for those teachers whose pre-service training failed to give them adequate preparation for low-income area schools. Boyce (1972) discussed this need:

> If proper teacher training for the urban classroom is not being widely found in the higher institutions of learning then the onus for seeing that the teacher is retrained to meet the realities and demands of the inner-city educational setting must fall on the local school district where the teacher is employed...
> Many teachers who face the problem of teaching a culturally different child become aware that special skills are necessary and that they must turn to inservice training for these skills. (p. 24)

However, inservice training is also a need, perhaps less pressing, but nonetheless real, for teachers who have completed pre-service programs which prepared them to teach in low-income area schools. Such teachers have a need for inservice training to provide a continued growth process. Only with ongoing inservice training can the quality of education offered to students in low-income area schools be substantially improved.

Only a few of the many studies emphasizing a need for improved teacher preparation have been cited here. In fact, one could perhaps say that educators have spent too much time repeating their calls for action, and too little time answering these calls. In the next sections we will look at the implications of the pre-service training needs expressed in the literature. The fundamental question which remains is: How can teachers best be prepared to teach in low-income area schools?

Characteristics of Low-Income Schools

We will begin with an overview of the characteristics of low-income area schools and students, which emerges from our survey of the literature. Over the years, many materials have been assembled with the express purpose of introducing prospective teachers to low-income area schools. Many of these materials have been based on the assumption that teachers will be better prepared if they have become familiar with the supposed characteristics of low-income schools and low-income students. Unfortunately, the vast majority of existing writings which have attempted to describe characteristics of low-income schools have also served to perpetuate a host of negative stereotypes about learners from low-income environments. Very few studies could be said to present a positive, or unprejudicial, outlook.

Johnson (1972) addressed this problem in his article entitled "Misunderstanding Low Income and Minority Students." Said Johnson,

> Teachers, even if they try to understand and accept underprivileged students, still tend to apply blanket criticisms to those students - sometimes legitimately, sometimes not.... Among these are: They score low on IQ and other tests; they are not motivated toward the academic goals teachers hold... they are not interested in school or the future; they cannot or will not learn. Teachers need to realize that these problems do not exist because of the child, but because of the society in which he lives. (p. 40)

Most studies of the low-income student do not give adequate consideration to the social, cultural, or economic dynamics involved. Rather, they rely on individual blame, either directly, or more frequently, implicitly. Labels such as "deprived" or "disadvantaged" themselves carry a negative connotation. As a result, negative stereotypes of the individual are created and perpetuated, often in the name of understanding. Of course, some authors offer a more sophisticated, less stererotyped picture than do others. Let us take a brief look at some examples of typical characterizations of the low-income school/student which appear in the literature.

Educational Aspects: ...In many cases, grades have little value. In fact, good grades and doing 'unnecessary' assignments is a type of 'selling out.' It is prestigious to some of the students to not do well in school and attending school is not usually considered very important--baby sitting, bill paying, and weather may have priority...

Social Aspects: ...Because of the smallness of the homes in which most disadvantaged children live, and due to the tendency of these people to have large families, these children learn to live with noise to the extent that learning to distinguish sounds also becomes an almost insurmountable obstacle. The child simply learns to tune out....

Physical Aspects: ...Students from disadvantaged homes are often undernourished and tired during class. They miss meals frequently, eating ice cream bars or a bread roll for lunch. They generally do not have good shoes and clothing and seldom have the necessary warm clothing for cold or rainy weather. (pp. 19-23)

Clearly, compiling student characteristics in a manner such as the above can easily result in the creation of stereotypes. These stereotypes can be especially dangerous if they are presented to prospective teachers as an introduction to teaching in a low-income school. The materials put together by Elliott and Cox, as well as other similar sources, are designed to provide the beginning teacher with "information" about low-income students. However, making categorical statements about any group of individuals from a common cultural background is more than likely to result in the stereotyping of that group.

Not infrequently, educators compiling lists of low-income characteristics make definite attempts to caution prospective teachers about the dangers of stereotyping. Elliott and Cox, for example, include a section entitled "Guidelines for Teachers of Deprived Children," in which they "deal with generalizations that can be made about youngsters from poverty circumstances which may be classified as disadvantaged or deprived children, and which may help teachers to better understand this particular type of child" (p. 15). The authors offered this warning to their readers:

> Teachers working with economically and educationally deprived children need to face honestly their own preconceptions about racial and national traits and analyze their personal feelings about their students.
>
> Harboring stereotypes and prejudice can be extremely destructive for a teacher may impose these destructive attitudes on the growing child's image of himself. (pp. 15-16)

Another article, entitled "Attitudes and Behavior of Disadvantaged People" (Report of the Institute for Teachers of Students with Special Needs, 1970) also designed to prepare teachers for teaching in low-income area schools, offered a word of caution at the conclusion of its list of characteristics:

> ...This does not mean that every disadvantaged person has all the attitudes, and characteristics mentioned, or engages in all the kinds of behavior mentioned. Individuals from disadvantaged groups <u>are</u> individuals, and as such they vary in their responses just as other people do. Nevertheless, as a group, there is a much greater probability that they will fit into, to varying degrees, the patterns we have been describing. (p. 40)

However, we must view approaches such as those exemplified by the previous two quotes with considerable scepticism. If teachers who are preparing to teach in low-income area schools study lists of so-called "low-income characteristics," these training materials will, by themselves, serve to instill stereotypes and reinforce prejudices. Simply adding a concluding warning about the dangers of stereotyping cannot be expected to effectively counteract the probable results produced by the training materials themselves.

Ether (1973) reviewed a number of training materials/books designed for "Teacher Preparation for the Minority and Disadvantaged." He gave a highly critical review of literature written during the 1960s, saying that "initial attempts at tightening the quality control mechanisms within the educational structure only managed to intensify the problem" (p. 1). He gave a somewhat more positive appraisal of materials from the early 1970s which were designed to promote teachers' understanding of low-income students, bridge cultural gaps, and provide teaching strategies which would

be more effective with low-income students. Nevertheless, Ether concluded that educators need to take a closer, more careful view of the characteristics of the low-income school if they are to develop more meaningful training materials:

> In summary, the books reviewed are adventuresome. They present material which is badly needed. But teacher preparation is more than a group of opinions. Minority and disadvantaged students are more than an educational problem. These two massive aspects of 20th century society must be viewed with intellectual binoculars. That job remains to be done. (p. 4)

On the brighter side, it appears that the latter 1970s have brought some less prejudicial and more substantive understandings of the characteristics of low-income schools and students. One such approach was demonstrated by Moss (1976) who discussed social work consultation in the inner-city school:

> The emotional impact of this reality is considerable. The educational process, therefore, cannot simply be viewed as the process by which a child masters a series of cognitive skills. The process of interaction between teacher and child demands a receptivity to feelings, and the reality issues impel an emotional response. (p. 142)

In addition to stressing the importance of the psychological and social dimensions of the educational process, Moss emphasized the interactional nature of the teacher-student relationship:

> The clarification of the existing pressures, their sources and their psychological impact, enables educators to develop a heightened awareness of their own emotional responses along with an increased understanding of the multiple pressures on children and parents. As a result, educators are able to use their knowledge and skill more effectively to create an environment that supports learning and self-esteem. (p. 146)

In other words, it is insufficient to attempt to compile a list of characteristics of the low-income area school or student. In so doing,

many important subtleties, cultural factors, and student-teacher interactions are overlooked. Instead, what is called for is a critical analysis which can introduce the beginning teacher to all the complexities of the situation. Characteristics of the students can then be considered in interaction with factors brought to the situation by the teachers themselves. Rather than fostering a narrow, stereotyped view of culture, awareness can be stimulated.

Characteristics of Teachers for Low-Income Schools

In addition to the body of literature just discussed pertaining to the characteristics of low-income area schools and students, our survey uncovered a substantial number of studies which could be categorized as investigations of teacher characteristics. We will look in greater detail at two subsets of this group of studies. Namely, we will review (1) studies which compare teachers who come from low-income and middle-income backgrounds; and (2) studies which compare teachers' instruction of low-income students with teachers' instruction of middle-income students

Our first area of interest is a comparison of teachers from different socioeconomic, racial, and ethnic backgrounds. Curran and Guertin (1966) discussed the problem of an overwhelmingly middle-class labor force in the educational profession. These authors, who studied social origin percentage distributions of education students, commented

> If the best help to pupils from the disadvantaged groups of our society can come from an educational profession whose social origins match those of the population at large, we want to be sure that...the supply of lower social origin teachers is not diminishing. (p. 456)

However, they were not optimistic about the chances for correcting the middle-class bias among educators,

> ...for the profession to lack socially proportionate numbers of lower status origins is for it to lack both the base of intimately personal transactions and the internally compelling force necessary for communication...with lower strata people. (p. 460)

Furthermore, the predominance of middle-class educators tends to be self-perpetuating since "the profession will lack those who could stimulate and advise their lay lower status origin counterparts into organizing powerfully enough to compel such transactions among the social strata" (p. 460).

Despite programs, such as the Teacher Corps, which have attempted in recent years to attract more teachers from minority and low-income backgrounds, the population of education students remains overwhelmingly middle-class (Institute for the Study of Educational Policy, 1976; Carnegie Council on Policy Studies in Higher Education, 1975). These recent surveys show that, while a relatively high percentage of minority students concentrate their studies in the field of education, their proportionate representation remains very low. Perhaps as a result of this fact, few studies have been conducted to test the relationship between teachers' social class background and their performance in the classroom.

Curran and Guertin mentioned a common assumption about teachers coming from lower-income backgrounds; that is, that these teachers will be more effective in low-income area schools than their middle-class counterparts. This assumption, however, has been questioned by various researchers. Lawrence and Long (1969), for example conducted an empirical study of Teacher Corps teacher-interns which took issue with this assumption. These authors claimed that "a myth has arisen -- that individuals with personal experience in poverty are superior as staff members in poverty programs" (p. 176).

Lawrence and Long concluded their evaluative investigation of Teacher Corps interns with the statement that

> The Teacher Corps is a professional training program. Many other programs have shown that the poor can become useful poverty workers in nonprofessional roles. However, since there has been no good test so far of the poor versus the nonpoor, the resultant data provide no basis for any statement to the effect that the poor do worse (or better) than the nonpoor in poverty programs in general. (p. 181)

This study, however, was aware of its own possible limitations. For instance, the authors acknowledged that "there is...(a) possibility that those who rated the interns may have been from nonpoverty backgrounds and were simply endorsing their own values and behaviors" (p. 181). The investigators did not collect data which could have verified this possibility, nor did they make an effort to secure raters who represented a range of poverty experiences. The exclusive use of pre-service interns also constituted a limitation:

> Of much more interest will be dependent variables based actual performance in the field and accomplishment in the general effort to educate the disadvantaged as measured during the inservice phase of the Teacher Corps program. Perhaps direct personal experience in poverty will have advantages for this work which do not show up in the pre-service university programs. (p. 181)

Other researchers working this area, however, have come to different conclusions. A classic study in the field was conducted by Wickman (1928). He reported that middle-class teachers tended to internalize the value orientations of their social class, which in turn affected their standards of judgement with respect to undesirable student behaviors. This, in turn, impaired their ability to work constructively with students from different socioeconomic backgrounds.

More recently, Goldenberg (1971) found that middle-class teachers saw "themselves less as a guardian of the child's morals and a restrainer of his natural impulses and more as a facilitator of growth" (p. 1640). She summarized her findings by saying that middle-class teachers tended to (1) be more permissive, (2) be less puritanical, (3) take a more laissez faire attitude, (4) place less affective distance between themselves and children, (5) be less authoritarian, (6) have a more egalitarian attitude, and (7) display less irritability than lower-class teachers (pp. 1639-1640) These conclusions are remarkable for their blatant bias against the lower-class teacher, evident even from the language of the report. Presumably, the instruments used, though not described in detail by the author, themselves reflected considerable middle-class bias.

A somewhat less biased study was conducted by Kornacker (1966), who formulated the question:

> Since today's urban teaching force is drawn from a wide variety of backgrounds, to what extent does this heterogenous teacher population manifest the effects of ethnic and socio-cultural differences in its orientations to the teaching role? (p. 4)

Using a carefully developed model of role orientations, including the "professional," "nurturant," and "instrumental" approaches to teaching, Knornacker studied teachers from a variety of ethnic groups. He concluded that ethnicity was an important factor in determining the attitudes with which teachers approached their roles. He reported that ethnic groups outside the American mainstream tended to focus on the needs of the individual student, while what he termed "highly urbanized" ethnic groups tended to emphasize competence and intellectual skills.

Thus, we see that research looking at comparisons of low-income and middle-income teachers, while suggesting that differences do exist, is generally inconclusive. Our second group of studies, those concerned with a comparison of teachers of low-income students and teachers of middle-income students also yielded basically inconclusive results. We have already cited Kennedy, Cruickshank, and Myers (1976), who reported little difference between teachers of urban and nonurban students:

> In sum, it might be said that beginning inner-city teachers report a greater frequency of certain kinds of problems but, as a group, they are not as dissimilar as their rural, suburban, and outer-city colleagues when it comes to reporting the extent to which classroom problems personally bother or disturb them. (p. 171)

In particular, teachers working with urban students reported more problems in the area of control, and stimulating students' interest. Weinberg (1975) also reported little difference between teachers in middle-class and low-income schools.

Other studies have centered on the areas of control and authoritarianism of teachers, most concluding that teachers of urban students tended to

be more authoritarian. Williamson and Campbell (1977) compared teacher interns in urban and suburban schools. They concluded

> that secondary student teachers in suburban schools were more custodial at the conclusion of their student teaching experience than they were at the beginning...
>
> and
>
> that student teachers in the inner-city schools were significantly more custodial before student teaching than were student teachers in suburban schools after student teaching. (p. 2)

These authors suggested that, while student teaching experience appeared to influence teachers of both low-income and middle-income students, preselection of teacher interns also seemed to be an important factor. In other words, prospective teachers with certain attitudes might be more likely to select, or to be selected for, positions in urban schools.

Gollub and Sloan (1978) reviewing literature about teacher expectations and race and socioeconomic status reported considerable evidence of "a high correlation between low teacher expectations and certain socioeconomic and racial characteristics of students" (p. 105). They concluded that research has demonstrated that

> Teachers' subjective predictions regarding students' future academic success...seem to be based on characteristics associated with the race of the student and the income-level of the students' families. Research also shows that teachers tend to treat minority students and students from low-income families less appropriately than they treat students from middle-income families. (p. 105)

In other words, teachers' attitudes, prejudices, and stereotypes appear to affect their treatment of low-income and middle-income students. Jensen and Long (1973) studied teachers' stereotypes and found that more negative attitudes were directed toward low-income and minority students. Friedman and Friedman (1973) reported that teachers gave more positive reinforcement to middle-class students.

Long and Long (1974) studied teacher-interns' poverty perceptions and found that low-income children were characterized favorably with respect to

academic performance, but unfavorably concerning discipline and ambition. The authors called for further research to clarify "why certain teacher-candidates and teachers hold such stereotypic perceptions and subscribe to such myths and why others do not" (p. 505). Researchers also need to determine the "linkage between such perceptions and teacher behavior in the classroom...(as well as), assuming such behaviors exist, their effect on student performance" (p. 505).

Another empirical study which deserves mention is that of Good, et al (1978), comparing the teaching of mathematics in high- and low-income classrooms. This study stands as one of few which undertook a sophisticated analysis of teacher-student interactions and teacher effectiveness, rather than a simple or one-dimensional comparison. According to this study, the following tended to be important factors when teaching in a low-income classroom: (1) comparatively academically focused questions, (2) supervision of student seatwork and careful monitoring of interactions with students, (3) positive effect and a relaxed climate, and (4) not staying with students in failure situations. (p. 89) Good, et al suggested that

> If there are identifiable differences in instructional strategies that work in high and low SES settings, such knowledge can be built into teacher training programs. (p.85)

However, since their findings revealed fewer significant differences than anticipated, the researchers recommended further investigation, particularly aimed at teacher effectiveness.

After reviewing the literature, we are forced to acknowledge that educators have arrived at few definitive conclusions regarding either the characteristics of low-income area schools, or the characteristics of teachers for these schools. Much of the literature is highly biased, and relatively few empirical investigations are to be found. All the evidence, however, suggests the impact of important cultural, ethnic, and economic factors upon the educational process. The student-teacher interaction is influenced by the culture of the student; it is also influenced by the culture of the teacher. While researchers have attempted to isolate some of these differences, their reports to date remain inconclusive, even contradictory. In the mean-

time, educators are faced with the task of redesigning teacher preparatory programs to be sensitive to these differences. Obviously, this presents a difficult undertaking when so many of the important factors remain unclear. In the next section, we will look at some of the new approaches to teacher education for urban and low-income area schools.

How to Prepare Teachers for Low-Income Area Schools

Educators have begun to attempt to meet the challenge posed by the need for improved teacher preparation for introducing teachers to low-income area schools. To this end, educators have been forced to reassess a wide range of factors involved in the educational process. To begin with, educators such as Scott (1978) have sought to redefine the characteristics of a "good" teacher:

> The teacher suited most appropriately for teaching in urban schools is one who is intelligent, articulate, and humanistic; who clings unequivocally to the principles of quality education and equal educational opportunity; who perceives the critical influence of external and internal factors which may facilitate or impede growth and development; who identifies and uses the personal, intellectual, and social development of students; who measures success by the degree to which students progress toward their potential; who demonstrates mastery of the applicable content areas; and who has a repertory of the pedagogical skills needed for the specific instructional setting. (p. 41)

In other words, teachers of the highest caliber are needed for low-income area schools. Teacher educators are attempting to identify the specific skills, attitudes and awarenesses that teachers will need to be adequately prepared to enter low-income area schools.

However, it is not sufficient to simply design a caricature of the "good" teacher for low-income schools. As Stewart and Hart (1972) observed,

> At long last teacher preparation has shifted from what was deemed to be desirable in the way of teacher personality traits and characteristics to what is considered to be productive teacher behavior. (p. 285)

These authors continued:

> awareness of the fact that neither school system nor university can do the job alone...places emphasis on school-university cooperation. (p. 285)

One of the new approaches stressed by programs desgined to better prepare teachers for low-income area schools has been increased community involvement. Cooperation between colleges of education and the public school system has been encouraged, as well as the involvement of various community education and parent groups. In addition, intra-univeristy collaboration has pooled resources for the improved training of teachers for low-income areas.

Besides changing program structures to involve more community-based groups, teacher preparation programs have also altered their actual training goals and methods. Anderson (1976) presented a list of specific skills and sensitivities to be developed by the Urban Teacher Preparation Program, a competency-based teacher education program. The first set of competencies, from which the following examples have been drawn, might be standards in any teacher preparatory program:

1. The intern will choose and implement a management model in the classroom.
2. The intern will be able to implement a consistent operating procedure for giving instructions and directions.
3. The intern will be able to identify, utilize and construct behavioral objectives for lessons. (p. 285)

A second set of skills, or "sensitivities," were designed particularly for preparing the teacher to enter an urban or low-income school:

1. The intern will be able to recognize signals to which minority groups are particularly sensitive.
2. The intern will be able to define and give examples of the following terms and explain their relationship to the classroom:
   a. superficial prejudice
   b. personality-rooted prejudice
   c. scape-goating
   d. exemption.... (etc.)

3. The intern will be able to describe a case study in which a minority student is experiencing prejudice...

4. The intern will be able to demonstrate some knowledge of the cultural background of students...

5. The intern will be able to identify and admit his/her prejudices and how he/she can deal with them in the classroom. (pp. 286-287)

Finally, a third set of competencies included requirements which were designed as an outgrowth of the "sensitivities." For instance:

3. Whenever possible, the intern will plan and take a field trip with a group of students...

11. The intern will be able to discuss the following:

    a. the school as an institution in American society
    b. purpose of the public school
    c. the school in an urban setting
    d. process of education
    e. effectiveness of schools
    f. possible alternatives (pp. 288-289)

Sensitivity to cultural differences has formed an important dimension of many new teacher preparation programs designed to equip teachers for low-income area schools. Cultural awareness and sensitivity have not traditionally been concerns of teacher education. Boyce (1972) described the problems encountered by beginning teachers in low-income area schools as a result of this lack of training:

> Some educators, because of their past experience may suffer from a kind of culture shock when they find themselves assigned to a deprived area school. (p. 18)

Boyce placed the responsibility for bridging the cultural gaps between predominantly middle-class teachers and low-income student populations on teacher education programs:

> Teacher education, in the most part, fails to prepare the teacher for the vast difference in cultural styles to be found in large urban centers. It is only within the last five years that the large teacher training colleges have been offering courses in the problems of urban education.

> Many teachers have not studied the lifestyles of their students nor can they comprehend the philosophy of the parents of their students toward work or eduction. (p. 18)

Smith (1970), declaring that "urban teacher-preparatory models can no longer afford to design programs that arrogantly overlook the various cultures of the urban community" (p. 3), also voiced criticism of educators' cultural myopia;

> We in education not only have refused to accept the fact that different legitimate cultures exist but have also failed to recognize the importance of the fact that cultural variations among people influence their educational progress. Our response to the difficulties involved in the education of people with unique cultural experiences...has been to assume that the problems were with the children and their circumstances. (p. 3)

Smith proposed that "prolonged, intensive, direct exposure to the actual conditions of life is needed if prospective urban teachers are to understand cultures previously unknown to them" (p. 2). Smith suggested the need for teacher interns to undergo training experiences which might be more customary for anthropologists-in-training than for educators:

> The prospective teacher, then, actually becomes an ethnographer. In assuming his new role, he must temporarily enter another cultural world and transcend his own ethnocentrism. (p. 2)

Thus, programs such as that described by Smith, which have been designed to prepare teachers for low-income area schools tend to combine cultural awareness with increased community involvement. In order for teacher interns to become well acquainted with the cultural orientation of their prospective students, it is necessary for them to spend time in the community as well as the classroom. As a result, many new programs have incorporated "clinical experiences" (Smith, 1970) within their program designs. Clinical experiences go beyond the traditional teaching practicum experience, in an effort to immerse the intern in a culturally different community.

A range of different clinical experiences has been reported in the literature. Probably the most popular, as well as the most extensive, is the "live-in" experience. Live-in experiences involve teacher interns in the community as temporary members of families from that community. There has, however, been considerable variation among such types of programs. For instance, Antes (1972) described a program whereby teacher interns lived for one week in the inner city or in rural areas with either black or Native American families. Boleratz and East (1969), on the other hand, described a much more extensive program, with interns spending a ten-week period living and working as members of low-income communities. Other programs introduced interns to the community through participation in various community agencies, rather than as live-in family members. Still other programs employed community surveys, or interviews, to acquaint interns with the culture of a low-income community (Allen and Seaberg, 1969).

Many programs, unable or unwilling to embark on full-fledged clinical experiences for their teacher interns, have turned to a range of alternatives. Simulation exercises have provided some with an introduction to the concepts of cultural variation. Role-playing has also been used as a prior step to practice teaching. Pointing out that "many different styles function well with low-income youngsters," Reissman (1968) described role-playing techniques which can be used to help teacher interns develop appropriate teaching styles for working in low-income area schools.

Newell (1972) described a unique model involving a "systematic, role-oriented approach to the preparation of teachers for inner-city schools" (p. 425). This program used multimedia communication packages to (1) reduce role confusion due to cultural differences, (2) minimize misinterpretation of student behavioral cues, (3) cushion cultural shock and (4) provide individualized control of teacher entry into the classroom (pp. 422-426).

However, the various programmatic approaches which have been developed by teacher educators in recent years in order to better prepare teachers to work in low-income area schools have been poorly evaluated. Most of the literature describing these programs remains anecdotal in nature. It is

unclear which approaches lead to what outcomes, and which are most effective for introducing teachers to low-income area schools. Not only are the effects of the different approaches unclear, but many of the important variables which influence these effects have yet to be identified.

Conclusion: The State-of-the-Art

We have heard educators repeatedly express a need for improved teacher education to meet the specific needs of low-income area settings. We have seen how educators have responded to this need. Educational researchers have attempted to investigate teachers, students, classroom dynamics, and schools in low-income communities. Teacher educators have generated a multitude of new programmatic approaches designed to better prepare teachers to meet the challenge of low-income schools. In particular, these programs have stressed (1) community involvement, (2) cultural awareness, and (3) appropriate skill competencies. In the final section of this chapter, we will try to summarize the state-of-the-art with respect to teacher preparation for low-income area schools.

Smith (1972) presented "six prerequisites for success" for teacher interns in inner-city schools. These prerequisites captured the essential goals of many programs to prepare teachers for low-income area schools:

- teachers must go through cognitive and affective learning processes which will enable them to identify the cultural strengths in the life styles of their students...
- teachers...must...expand the function of the school to include emphasis on the cultural values and heritage of students...
- teachers should expect achievement from their youngsters; look for ability, responsibility, initiative, and creativity, and reward it...
- teachers in the inner city must understand and accept the fact that they are servants of the community...
- teachers must become professionally oriented rather than career oriented...

- teachers must develop attitudes which force them to feel directly responsible for the failure of any youngsters to experience some personal, social, and intellectual growth...(pp. 549-555)

If the above represent goals for teacher preparation, what programmatic features accomplish these goals? As we have seen, educators have drawn on a smorgasbord of techniques in their attempts to better prepare teachers for low-income area schools. The fundamental question, at this point in time, therefore, is what systematic theory or framework can we apply to the various programmatic features in order to make sense out of their operations? In other words, is there any method to the madness? Is there a describable system, or set of stages, according to which teachers can best be trained to teach in low-income area schools?

Unfortunately, the literature offers few insights into this question. Dawson (1973) mentioned three stages in the development of cultural awareness for pre-service teachers. To begin with, "exploratory experiences" are activities which introduce prospective teachers to a situation or environment in which they have had little or no experience. Next, "developmental experiences" give the pre-service teacher a chance to work with minority or low-income children and to make a direct study of the lifestyles and problems of the poor. Finally, "intensive experiences" allow the pre-service teacher to work with the poor on a daily basis, as members of that community, for a period of approximately six to eight weeks (Harty, 1975, p.8) Another framework for sequential development was described by Clothier (1972) who discussed the Cooperative Urban Teacher Education Program (CUTEP) The following sequence of stages reflected the concerns of teacher interns as they progressed through their training:

> Stage I...Concern with assignment...concern with power structure of the school, rules of the school, orientation of the principal; concern with the physical plant...
>
> Stage II...Concern with subject matter adequacy and class control.

Stage III...Concern with individual problem students, strange behavior-especially aggressive, fearful, withdrawn, regressive, or masochistic...

Stage IV...Concern with estimation of student teaching grade: with dependable evaluation.

Stage V...Concern for pupil goals...

Stage VI...Concern with self-evaluation of the interaction betwen teacher and children.(pp 255-256)

The above stages are limited to student teaching experience, and do not reflect the stages of training which an intern must receive prior to actual classroom practice.

In conclusion, the literature reviewed revealed considerable effort on the part of educators to meet the needs of teacher preparation for low-income areas. However, the state-of-the-art, at this time leaves many open questions for educators; what kinds of preparatory experiences are needed, what sequences should these experiences follow, and how should teacher preparation vary for specific populations? In the next chapter, we will look at Teacher Corps programs designed to introduce teachers to low-income area schools. We will attempt to identify successful solutions which Teacher Corps programs have found to questions such as the above.

CHAPTER III
DOCUMENTS REVIEW

Introduction

How does the Teacher Corps prepare teachers to teach in low-income area schools? Thus far, we have taken a broad look at available literature in various educational disciplines. We have seen educators express much concern over the question of appropriate teacher preparation for different types of school settings. Many new approaches have been generated for training teachers to work in urban schools, or with minority and low-income students. Now, we are going to make a closer examination of one particular approach, or rather set of approaches; namely, those offered by the Teacher Corps.

A documents review was conducted of pertinent Teacher Corps materials. A variety of documents from Teacher Corps projects around the country was gathered and analyzed. For the most part, the documents collected consisted of project proposals, continuation proposals, interim reports, and final reports.

From our review, it is evident that there is no single Teacher Corps approach to the training of teacher interns for low-income area schools. Rather, one might say that there are as many variations in training methodologies as there are Teacher Corps projects. Our review here attempts to give a picture of this spectrum of different programmatic approaches, and to identify the common denominators.

However, it should be noted that our documents review was not intended to be a systematic program survey. It was not conducted in a manner which would have allowed us to measure the extent of variation. Therefore, we cannot claim to offer an exhaustive list of different training approaches, nor even necessarily an accurately representative picture. Nevertheless, we feel that the documents reviewed allow us to draw some tentative conclusions regarding the general state-of-the-art with respect to Teacher Corps methods of preparation for teachers entering low-income area schools.

We begin our review with an overview of Teacher Corps program goals, so that we can see the programmatic context of current training practices. Next, we will look at the multicultural component of Teacher Corps programs. We have chosen to emphasize multicultural training because this appears to be the program element most commonly associated with the research question of interest to us: How are teachers prepared for entry into low-income area schools? In other words, Teacher Corps projects appear to house their training objectives related to low-income area schools most frequently within a multicultural perspective. We will look at multicultural objectives and activities as well as multicultural competencies. In a final section, we will explore the distinction between the multicultural components of Teacher Corps projects and program elements which address issues of low-income area schools in separate, specific terms.

Teacher Corps Overview

The Teacher Corps program has been in existence since the mid-1960s. Federal legislation such as the Elementary and Secondary Education Act, the Higher Education Act of 1965, and the Education Professions Development Act (EPDA) were designed to provide for the training of teachers. At that time, the nation was suffering from a teacher shortage and the Teacher Corps was designed, in part, to help alleviate that shortage. Teacher Corps director William Smith (1977) summed up some of the primary goals of Teacher Corps Phase I:

> During Phase I we addressed the need to provide a quality education to low-income and minority children who were previously unserved or underserved. We were also engaged ...in developing innovations in teacher training and, to a lesser extent, disseminating those innovations. (p. 32)

Teacher Corps Phase II marked the end of the teacher shortage, and resulted in the concentration of training efforts on a reduced number of teacher interns. Instead, greater Teacher Corps effort was directed toward the development of inservice training projects. A major emphasis of this phase was the integration of pre-service and inservice training designs to produce successful change agents within the school system.

Teacher Corps Phase III was begun with Program '78. These projects (known as Cycle XIII) are the focus of the research effort currently being undertaken here. Smith listed the following as specific program objectives for Phase III:

* Improving the learning climate in schools with large concentrations of children of low-income families.
* Improving training systems for educational personnel who are preparing to serve in - or are currently serving in schools where there are high concentrations of children of low-income families.
* Institutionalizing improved learning climates and staff development systems for personnel in schools which serve the children of low-income families.
* Adapting and disseminating our improved learning climates and staff development systems for personnel in schools which serve the children of low-income families.
* Developing a national body of knowledge about what works and what does not work as we attempt to improve learning climates and staff development systems for personnel in schools which serve children of low-income families. (p. 32)

Thus, the Teacher Corps has established four principal desired outcomes: (1) improved school climate, (2) improved educational development systems, (3) institutionalization, and (4) demonstration and dissemination. In order to achieve these outcomes, five primary means, or program objectives, have been designated. These include: (1) field-based and community-based training, (2) integrated pre-service and inservice training, (3) multicultural education, (4) diagnostic/prescriptive teaching, and (5) a collaborative mode of operation (Federal Register, 1978).

Furthermore, Teacher Corps rules and regulations specify the collaborative involvement of a network of groups. The groups to be included are: (1) teacher intern teams, (2) higher education faculty, (3) elected community councils, (4) policy boards, (5) local education agencies (LEAs), and (6) state education agencies. Thus, while Teacher Corps projects around the country differ considerably from one another, they share a common organizational structure, as well as basic programmatic goals. On the one hand, these commonalities make it easier for us to take a program overview and

to describe the status of training activities among the various Teacher Corps projects. On the other hand, given the established commonalities, it is remarkable that such diversity can exist with respect to Teacher Corps methods of training teachers for low-income area schools.

Bush (1977) described the state-of-the-art with respect to Teacher Corps teacher preparation methods. He took an optimistic view of the state-of-the-art, pointing to many advances in teacher education which have been brought about through the experience of programs such as the Teacher Corps. Bush listed what he termed the "lessons of the last decade" in teacher training. Although Bush did not discuss training specifically directed to low-income area schools, we will summarize his main points here.

First, Bush indicated time as a crucial element in the successful training of teachers. He observed that teacher preparation takes time. The Teacher Corps model, which requires a two year training period is more effective than traditionally shorter models, according to Bush. Second, Bush stressed the need for 'custom built' teachers who benefit from the "positive consequences of...small, individually-tailored training (programs)" (p. 13). The Teacher Corps training of four interns per project allows for individual attention in all aspects of the training process. Even the thirteen intern program size of earlier Teacher Corps cycles represented considerably smaller numbers than usual among most traditional teacher training programs.

Bush's third lesson was practice. While student teaching has been a part of teacher preparation for many years, "we have now gone far beyond student teaching," according to Bush (p. 13).

> Teachers need more than just practice; they need frequent practice, varied practice, criticized practice.... They need to practice in a variety of situations with students of different ages and socio-economic levels. (p. 13)

Fourth, was the lesson of collaboration. The school and the university must both contribute to the education of teachers. Another aspect of collaboration was highlighted by the fifth lesson: integration of pre-service

and inservice training. The Teacher Corps model involves "beginners, experienced teachers, college teachers, researchers, and developers all (working) together in a problem solving mode, in a school setting" (p. 13).

Community involvement was the sixth lesson cited by Bush. In addition to university-school collaboration, school-community collaboration is important. The creation of Community Councils and Policy Boards was designed to facilitate community involvement. The seventh and eighth lessons referred to the academic training received by teacher interns. On the one hand, teachers require a solid knowledge base in humanistic studies and the behavioral sciences. On the other hand, demonstrated competence in the subject matters to be taught is also important. Bush's ninth lesson concerned the necessity for recognizing individual differences between teachers. Finally, Bush pointed to the importance of adequate financial resources for the successful preparation of teachers.

Bush's ten 'lessons' give an overview of the state-of-the-art with respect to Teacher Corps teacher preparation methods for training teachers. While Teacher Corps programs are aimed at teachers for low-income areas, the training advancements described above might well be considered as applicable for teacher preparation in any type of setting. In other words, the benefits of a model with features such as individualization, extensive practice, or community involvement are clearly not limited to teachers of low-income children. Teachers of middle-class children would also be expected to be better prepared using such a training model. In order to understand the Teacher Corps' approach as it applies more specifically to low-income area schools, the following sections will explore the multicultural component of the training model, as revealed by program documents.

Multicultural Education Defined

Educators in general, and Teacher Corps educators in particular, have strived in recent years to arrive at a meaningful definition of multicultural education. Barker (1976) attempted to make distinctions between 'multicultural' and related terms in order to formulate his definition:

> The most confusing thing about multi-cultural education is the question of what we mean when we use the terms 'multi-ethnic,' 'ethnic heritage,' and 'pluralism'... 'multi-cultural' is a broad generic term describing the relationship between all of the various ethnic, racial, and cultural groups in the society. (p. 84)

Barker then defined multicultural education as that which focuses on "the relationship between the majority culture and those groups that have suffered discrimination within the society" (p. 84). 'Multi-ethnic education,' on the other hand, is concerned with the interrelationship of all ethnic groups, as manifested in the classroom; 'ethnic heritage education' involves the study of the ethnic traditions of the respective cultural groups (p. 84). These definitions, and particularly the distinctions between 'multicultural' and 'multi-ethnic,' appear to be subtle semantic differences which may not always hold up in practice. However, these distinctions indicate the need for greater clarity in the minds of educators, probably due to the newness of the concepts involved for many educators.

Other educators have attempted to clarify these concepts by coining the term 'education that is multicultural,' rather than 'multicultural education.' Morris, Sather, and Scull (1978) claimed that, "by definition, multicultural education suggests an educational concept concerned only with changing the external aspects without altering the basic patterns of education in a pluralistic society" (p. 46). These authors favored the term 'education that is multicultural' because they felt that it better conveys a sense of education that "respects and affirms racial and cultural diversity and individual differences" (p. 47). 'Education that is multicultural' should ensure:

1. staffing composition and patterns throughout the organization hierarchy that reflect American society's pluralistic nature;
2. curricula that are appropriate, flexible, and incorporate the contributions of all cultural groups;
3. affirmation of the languages, belief systems, values, and lifestyles of cultural groups as different rather than deficient;

4. instructional materials that are free of bias, omissions, and stereotypes; that are inclusive rather than supplementary; and that show individuals from different groups fulfilling different occupational and social roles. (p. 47)

However, probably because of the cumbersome quality of the term 'education that is multicultural,' many educators continue to use the simpler expression 'multicultural education' to encompass the basic tenets listed above.

Fagan (1978) defined multicultural education as a "global approach to developing our schools and our children" (p. 107). He pointed out that it should be a total reform, applicable to all school settings. It is a common misimpression that multicultural education is irrelevant to children from white middle-class families.

Gay (1976) also defined multicultural education as a "process of total curriculum reform -- or total educational reform" (p. 85):

> Multi-cultural education...is a set of attitudinal frameworks, a body of content, and a classroom climate -- but it is also a set of instructional strategies. (p. 85)

Gay gave a strong rationale for multicultural education, citing a number of important functions which multicultural education must fulfill. On the one hand, a multicultural approach is essential for the recognition of cultural diversity and in order to make schools more relevant to all student groups. A second rationale for multicultural education lies with the view of students as 'cultural beings' who respond to their environment in terms of their overall cultural experience. A third rationale for multicultural education is the school's responsibility for counteracting the many negative ethnic and racial stereotypes which are so rampant in our society. If schools are to avoid fostering many of these attitudes, either through deliberate or through unintentional means, they must take an active stance to the contrary. Instead, they must actively acknowledge and cultivate the positive effects of ethnicity on individual identity.

Finally, Gay pointed to 'ethnic literacy,' or the appreciation and understanding of cultural differences as a rationale for multicultural education (p. 86).

Despite the fact that educators have given increasing priority to the idea of multicultural education, the state-of-the-art with respect to actual practices shows multicultural education to still be in its infancy. Broyls (1977) discussed a model for multicultural concepts which has gained popularity in Teacher Corps circles:

> We in the Teacher Corps Associates Program have been working with a model of education that is multicultural... The model consists of three phases: awareness, acceptance, and affirmation. (p. 74)

She summarized the phases as follows:

> The awareness phase is characterized by honest analysis of our norms, values, and beliefs, and the realization that they have been shaped by culture...
> The second phase is characterized by an appreciation and understanding of cultural diversity...
> Affirmation is a process which provides the ability to design, implement, and evaluate multicultural experiences on a regular basis. (p. 74)

It is significant, however, that Broyls' description of the three phases consisted of a relatively lengthy discussion of the first phase and only one paragraph referring to both the second and third phases. Presumably, this reflects the emphasis, to date, on the initial stages of the development of multicultural awareness. We would expect that the future will bring a greater delineation of the subsequent phases of acceptance and affirmation. Then, the multicultural model, as described above, will be actualized. As we will see in the following section, many Teacher Corps projects have employed the Three Phase model of multicultural education. An instrument, known as the Multicultural Descriptor, has been designed for the purposes of assessment. To date, many projects have not developed their multicultural activities substantially beyond the assessment phase. As projects continue to actualize their multicultural objectives, we can expect to see a blossoming of techniques and strategies in multicultural education.

Multicultural Objectives and Activities

Thus far, we have looked at the general promotion of multicultural education among Teacher Corps educators. In this section we will examine specific objectives and activities associated with the multicultural component of Teacher Corps projects. Since multicultural education has been emphasized on the national level, virtually all of the Teacher Corps project documents included in this review were found to address multicultural education to some extent. Programs differed, however, in the degree of specificity with which they addressed multicultural concerns involved in the training of teachers for low-income area schools.

Conducting a needs assessment appears to be one common initial approach toward developing a multicultural component within Teacher Corps projects. One project made the following proposal:

> During the first year of Program '78" the Teacher Advisory Board will assess multicultural education utilizing "The Multicultural Descriptor" to determine the extent to which education is multicultural at Arapahoe Community School. (The school) will then implement an inservice program utilizing the Awareness Acceptance Affirmative Process Model. (University of Wyoming, 1978, p. 63)

Another project reported on the results of such a needs assessment:

> The Multicultural Descriptor was administered to all College of Education faculty during February 1979... This survey indicated a wide diversity among faculty members regarding understanding and implementation of education that is multicultural. While there are faculty members who possess expertise in this area, they are few in number and present education offerings which are isolated, fragmented, and inadequate, leaving inservice and prospective teachers poorly equipped to provide relevant experiences for contemporary urban students. (Memphis State University, 1979, p. 33)

After conducting a thorough needs assessment, projects find themselves in an advantageous position for delineating objectives and activities and developing a stronger multicultural component.

> As a result of the multicultural assessment conducted at the LEA site in February, 1979, subsequent interpretation of assessment data and consultation...a clearer definition of multicultural education and the direction of delineating objectives and activities was formulated. The relationships which exist among children's perceived sense of cultural diversity, the values reflected by teachers of the dominant culture, learning and behavioral problems, children's self concept and general school climate factors need intensive and long-range study. (Eastern Montana College, 1979, pp. 105-106)

Use of needs assessment tools for multicultural education appear to be increasingly widespread. Many of the documents reviewed, however, were probably prepared before such tools were easily available to Teacher Corps projects. Nevertheless, nearly all of the documents were found to state multicultural objectives in some form. The following three examples demonstrate project willingness to incorporate a multicultural component in their training objectives:

> The Generic Objective: Teacher Corps members will design activities to improve their own human relations skills and those of their pupils so that they may interact effectively with members of cultures different from their own -- particularly from urban cultures. (Western Washington University, 1978, p. 10)

> To develop strategies to enhance the multicultural nature of instructional programs so that these programs accommodate children from different cultural and ethnic origins, and foster mutual respect between and among children, teachers, and parents as they work toward common educational goals. (Western Kentucky University, 1978, p. 29)

> An Improved Personnel Development System for Persons Who Serve in Schools for Children of Low-Income Families
> The objectives for achieving this outcome are:
>
> a) Integration and coordination of staff development activities...

b) Basic and systematic improvements in methods used...

c) Improvement of the University's capacity to work closely with a school district to provide training in multicultural education... (Stanford/San Jose, 1979, p. 101)

As we can see from other documents, objectives such as these can be amplified through a breakdown into specific sub-objectives, accompanied by lists of activities:

1. Increased basic knowledge of multicultural factors.
   --Interns required to take Ed590M, Teaching Students with Cultural and Linguistic Differences...
   --Expand library resources...
   --Second language and other courses...
   --Use of Japanese-American Citizens League to assist in Project Planning
   --Use of other ethnic populations...
   --Review of the curriculum for possible integration of multicultural concepts...

2. Teachers will demonstrate more sensitivity toward students who have experiences, life styles, and/or cultural and linguistic backgrounds different from their own.
   --Classes, workshops
   --Use of parent volunteers
   --Home visits
   --Coffee clusters
   --Informal activities
   --Consultants from the community
   --Interaction with interns who are living in the community
   --Special community projects
   --Special cultural events...

3. To increase the number of school-community activities across social class, occupational, ethnic, and residential lines.
   --Career education program...
   --Inter-neighborhood projects...
   --School staff and intern interaction with community families...

4. The project will facilitate the acceptance of migrant families...
   --Help migrant families who need to prepare for U.S. citizenship...
   --Outreach work...
   --Recruit local leaders...
   (Colorado State University, 1979, pp. 71-73)

Another project used the "Awareness, Acceptance, Affirmation" model, employed by many projects in their needs assessments, as the basis of a set of multicultural objectives and activities:

1. Increase Self-Awareness and Understanding by:
   a. clarifying, analyzing and assessing the values, beliefs, norms and standards held by each teacher or intern
   b. analyzing the existence and dangers of self-denial, self-hatred, and cultural rejection by many racially culturally and individually different people
   c. examine racism, sexism and classism...
   d. evaluating the manner in which American institutions.. perpetuate discrimination and prejudice.
2. Learn to Appreciate and Accept Difference through:
   a. reviewing relevant information
   b. attending workshops, institutes, study groups, seminars, formal courses, and informal interaction
   c. participating in resource center activities
   d. helping to prepare locally developed curriculm materials
   e. participating in and designing evaluation projects
   f. engaging in critical analyses of instructional materials
3. Begin to Affirm Differences with
   a. new skills and methods for designing, implementing and evaluating multicultural experiences in the classroom
   b. innovative ways of incorporating the varied cultures of the children and community members in their classrooms
   c. new materials and activities in the classroom

(Hunter College, 1978, pp. 54-55)

Multicultural Competencies

Some of the documents reviewed combined their multicultural objectives and activities with a competency-based approach. In the words of one project,

> Traditional program graduates are overbalanced with theory. A competency based/field based degree program includes a more healthy balance between theory and application and allows time for extensive practice and internalization. (Black Hills State College, 1978, p. 50).

Another project listed the following specific competencies to be developed by Teacher Corps interns:

* Interns, experienced teachers, and Community Instructional Assistants will be required to develop competencies in the values clarification teaching strategies researched and developed by Simon, Kirschbaum and others...
* Interns...will be provided with courses of instruction which enables them to develop curriculum units which are based on a thorough reconsideration of the area of ethnic studies giving full attention to various group contributions, strengths and problems, in their natural order and not as a separate area of study...
* ...courses of study in the instructional program...will enable educational personnel to develop an openmindedness to cultural differences and enable them to recognize how much each individual is alike rather than different...
* ...community representatives (will) provide increased awareness of needs and attitudes of the community toward different ethnic culture groups, so that, each educator will be able to take specific steps to deal compassionately as well as effectively with community cultural groups.

(Youngstown State University, 1976, p. 76)

While no two projects reviewed reported the same exact competencies, a number of projects indicated that similar sets of competencies were to be acquired in their multicultural training component. The list of competencies cited above includes several which were also stressed by other projects. In particular, values clarification or self awareness, and curriculum development competencies were high on the lists of projects listing multicultural education competencies.

One project described value clarification competencies in detail:

Self Analysis and Value Clarification

...To assist Teacher Corps participants in developing a greater awareness of the techniques of improving relationships across racial, ethnic, and cultural lines... Some competency areas to be developed would include:

1. identifying value questions;
2. assembling relevant facts on value questions;

3. clarifying the relevance of the purported facts on value questions;
4. arriving at a tentative value decision;
5. testing the value principle implied in the decision;
6. identifying the various facets of personal value systems;
7. analyzing the cultural and environmental influence upon personal value systems;
8. identifying the congruence or incongruence of personal value system in a multicultural setting;
9. evaluating the effects of personal value system upon the instruction of students from multicultural backgrounds;
10. conducting a self inventory on non-verbal behaviors that mitigate against positive cultural relationships in the school;
11. conducting a self inventory on verbal behaviors that mitigate against positive cultural relationships in the school.
(Idaho State University, 1978, pp. 30-31)

Another project took a similar competency-based approach which united self awareness and multicultural skills under the umbrella of "affective education." This program expected competencies such as the following:

1. establish an open environment.
2. construct a system for self-examining perceptions and judgments that influence action.
3. discover behavior patterns unique to the migrant families.
4. discover cultural patterns of celebration for migrant workers.
5. discover cultural patterns of the social life of rural families.
6. discover how the teaching act can increase self awareness.
7. experience the frustrations of verbal communication in foreign language.
8. compare their personal characteristics to those of the target children that they teach...
(University of Wisconsin, 1979, pp. 17-18)

The area of curriculum development has also been a focus for projects designing a multicultural component. The following are examples of specific objectives/activities related to curriculum development:

1. developing instructional modules that authentically portray the roles of ethnic and racial groups in the U.S. in all subject matter areas;

2. developing diagnostic techniques to identify the learning styles of multicultural students;
3. developing instructional modules that are geared to the learning styles of multicultural students;
4. developing evaluation techniques that are culturally fair;
5. developing guidelines to implement a multicultural, interdisciplinary program of studies in the portal schools;...
...
11. compile a list of criteria to be used in developing teaching materials that mitigate toward multicultural understandings;
12. analyzing the English language as it reflects ethnocentric and racial biases.
(Idaho State University, 1978, p.32)

While many projects cited similar competencies, considerable training variation among different projects resulted from the uniqueness which the project designs reflected. For example, one project stated, "We intend to center on a principal theme-- basic language acquisition--and to make it the theme and motif of all of our work, to shape curriculum to highlight it, to thread it through the entire activity of the school" (Queens College of the City of New York, 1979, p. 25). Another project followed an "arts and humanities" model (Hunter College, 1979). Selecting a unique theme, such as the above examples, in turn affects the nature of the training proposed. Specific activities designed to accomplish training objectives are flavored by the particular focus of the project in question.

Teacher Preparation for Low-Income Area Schools

Thus far, we have looked at the multicultural components of Teacher Corps projects, as revealed by the documents reviewed. Few documents made a clear distinction between the training objectives and activities specified in their multicultural component and training methods which were aimed specifically at preparing teachers for low-income area schools. Often, it was difficult to ascertain whether references to training for low-income area schools were based on actual, practical distinctions, or merely indicated semantic differences in terminology.

Two examples of project documents which treated preparation for low-income area schools in direct terms have been selected. In the first instance, a need for improved training was sounded:

> It is evident that present practices in teacher training and retraining need to be improved. In addition these sources document a need for a sound practical program specifically designed to prepare teachers for inner city schools and to training teacher interns to meet the special needs of children from low-income families. (Youngstown State University, 1978, p.17)

The training described by this project document stressed a field-based approach leading to

> the development of attitudes, skills, and knowledges required to:
>
> 1. implement and manage a system of personalized instruction to include such areas as classroom management, mastery teaching, diagnostic/prescriptive instruction, counseling, and mainstreaming.
> 2. teach communication skills with an emphasis on developmental reading and reading in the content areas.
> 3. implement a program of career awareness and relate school-based educational experiences to potential occupational and leisure experiences.
> 4. analyze, adapt, and develop all aspects of the educational experience so as to provide students with an education which is multicultural. (Youngstown State University, pp. 18-19)

Another project document took a somewhat different approach, beginning with the following statement:

> Children from areas having concentrations of low income families are separate and distinct individuals and as such should not be classified to fit a simple category or group. They range in academic, athletic, social, and emotional ability from very high to very low. They are children with learning and behavioral problems. They are also model students ranking in the top of their class in learning achievement. They come from broken homes, homes with strong family ties, homes representing minorities, and from homes representing the majority and all points in between in each area. (Idaho State University, 1978, p. 27)

This project continued by expressing the following objectives:

> The project will focus on teacher awareness in several areas where undue, unnecessary influences or pressures are placed on children by the school. Examples are as follows:
>
> 1. How and what community resources may be utilized by the educator to address identified student needs for clothing, shelter, food, and medical attention?
> 2. What practices do we have in public education that place an economic burden on the stduent if he wished to participate fully with his or her peer group? (Examples:)
>   a. school sponsored activities...
>   b. what courses of study...which have additional charges for supplies...
>   e. what special costumes or uniforms...
>   f. what demands are placed upon students outside the regular school day and homework which might prevent his gaining and retaining employment?
>
> (Idaho State University, pp. 27-28)

In both of the examples cited above, there is a definite sense that the project training intends to be sensitive to the needs of low-income schools. It is apparent that the projects are desirous of providing improved training for teachers which would be appropriate for the low-income setting. However, the documents do not make a clear distinction between multicultural training in general, and that for low-income area schools.

Conclusion - The State-of-the-Art

The documents reviewed give a picture of the range of Teacher Corps approaches toward training teachers for low-income area schools. We have looked extensively at the multicultural component of these programs since attention to low-income issues appears to be subsumed most frequently under the umbrella of multicultural education. Still, a major difficulty encountered in this review has been the distinction between multicultural training objectives and those specifically designed for low-income settings. We can only conclude that this lack of distinction remains an important issue yet to be fully addressed by the programs themselves.

Steffensen, et al. (1978) reviewed several evaluative studies of the Teacher Corps. These authors discussed two types of evaluation strategies, one which provides "information about causal relationships between inputs, outputs, and operations of the project," and another which aims "to understand the process that occurs rather than lessen the sense of uncertainty once has about the cause and effect relationships in the educational process" (p. 59). Steffensen et al. found that all the evaluations which they reviewed failed to pay sufficient attention "to understanding the training processes being used by different projects," or to ask "the basic questions (of)...how the programs operated or what the relationships were between beliefs and practices" (pp. 63-64).

While the present study cannot be considered as evaluative in nature, the criticisms raised by Steffensen et al. constitute a major frustration experienced in the course of the documents review. Enough information is not currently available to give a clear picture of the most effective methods for preparing teachers for low-income area schools. One of the evaluations reviewed by Steffensen et al., the March study (1974), is notable for the relevance of its primary goals to the review at hand:

* Identify and analyze those combinations of intern background characteristics and Teacher Corps program characteristics that are related to desired teaching skills and attitues of interns at the end of their training, and
* Assess the effectiveness of Teacher Corps graduates working with low-income/minority groups children. (Steffensen, et al., p. 41)

However, according to Steffensen, this study failed to accomplish the first of these goals and produced many incongruous results in response to its second goal. Thus a major research task remains, if these incongruities are to be resolved, if specific training procedures are to be fully understood, and if the state-of-the-art is to be advanced.

In the next chapter, we will summarize the state-of-the-problem, as revealed by the literature and documents review. We will attempt to clarify the major issues which have been suggested, as well as generate recommendations for further study.

CHAPTER IV
STATE-OF-THE-PROBLEM SYNOPSIS

Introduction

Low-income area schools appear to have made their mark on the conscience of American educators in recent years. Educators on the federal, state, and community levels have been forced to acknowledge the pressing issue of educational equity. Policy makers, teachers, administrators, and educational researchers have discussed and debated the problems of schools serving low-income and minority students. Steps have been taken to bring about improvements in the quality of education offered in these schools. One aspect of these efforts is of primary concern to us in this report: namely, the improvement of preparation programs for teachers intending to teach in low-income area schools.

Our literature and documents review has demonstrated the continued level of interest in improving teacher education for low-income area schools on the part of teacher educators. Our literature search revealed philosophical and theoretical attempts to grapple with the problem. Over the years, educators have continued to develop and clarify their orientation to the question of what is most appropriate for low-income area schools. Our search has also produced extensive evidence of many practical, action-oriented approaches to the problem; needs have been spelled out and programmatic goals and objectives have been enumerated.

During the 1960s, urban education was the field which probably did the most to advance our understanding of educational issues faced by low-income area schools. In the present decade, multicultural education appears to have moved into the foreground. The Teacher Corps is not alone in its dedication to the goals of multicultural education. Still, many questions need to be answered by multicultural educators, particularly if improvements are to be made in teacher preparation programs for low-income schools. Payne (1978) summarized some of the crucial issues facing multicultural educators. His list included the following questions:

3. Can a teacher who has been successful with lower socio-economic students be successful with upper and middle socio-economic students, and vice versa?

4. Can a teacher use the same methods, materials, strategies, and verbal and nonverbal behavior with all students or cultural groups?

6. What effects do poverty, discrimination, racism, and wealth have upon an individual in terms of self-concept, motivation, aspirations, and goals that he sets for himself?

12. Is the philosophy of teacher education programs conducive to the preparation of teachers for the many cultures represented in America? If not, how does it affect the teacher's ability to teach various students?

13. What effect should other disciplines have on the preparation of teachers in a multicultural society?

14. Should there be a relationship between anthropology, economics, psychology, and sociology in in the preparation of teachers?

15. Do all children from the same ethnic group react in the same way? (pp. 7-8)

Clearly, educators have made many important gains in the past few years. Still, at the present time, the art of preparing teachers to teach in low-income area schools must be considered a new, and growing discipline. It is probable that, thus far, more questions have been raised than solutions proposed. As educators struggle with how best to prepare teachers for low-income area schools, it is useful for us to delineate, as succinctly as possible, the state-of-the-problem. Therefore, on the following pages we will establish, from the vantage point offered by the literature and documents review presented here, those issues which are most pertinent to the preparation of teachers for low-income area schools.

Current Issues

1. Meeting Training Needs. In general, educators have tended to recognize a need for improved teacher preparation more readily than they have taken steps to implement the necessary improvements. Often, the literature reveals an unnecessary repetitiveness in the investigation and

documentation of training needs for low-income area schools. In many cases, educators have stated the need for training to meet the specific needs of low-income schools, then debated the validity of this need, and finally proceeded to repeat their calls for action.

Educators need to be more prompt in translating their discovered training needs into concrete training terms. The development and implementation of new training methodologies needs to catch up its lag with the initial needs assessment phase in many programs targeted for low-income area schools. At the present time, the vast majority of literature in this field falls short of its potential in addressing the question of how to prepare teachers for low-income area schools. A change is due to occur; more concrete material oriented toward the practitioner in the field must be produced.

2. Employing Appropriate Language. Educators need to be aware of their rhetoric, particularly in literature pertaining to low-income area schools. The choice of terminology made by educators is often a highly significant factor. The use of particular terms can be critical in the establishment of an appropriate philosophical perspective or value orientation.

The fact that populations attending low-income area schools have come under such a wide umbrella of terms in recent years should be a cautionary signal to educators. The phenomenon of renaming is not necessarily negative, however. For example, it may be an indication of the educators' attempts to overthrow outdated and inappropriate labels and to arrive at a redefinition of the problem at hand. For instance, switching from "disadvantaged" and "culturally deprived" to "culturally diverse" reflects a shift from a negative to a positive emphasis. However, it is equally important to be wary of changing terminology which is superficial or misleading rhetoric. In such a case, educators may merely be altering the name of the game without revising any of its fundamental aspects. Then, we must view a seemingly impressive kaleidoscope of new terms with suspicion; we must be leery of any false indicators of changes in educators' attitudes toward education for low-income area schools.

3. Economics and Ethnicity. Perhaps one of the most important problems emerging from our literature and documents review is the need for educators to differentiate more clearly between issues of economics and ethnicity. Certainly, this is not a problem which is unique to the training of teachers for low-income area schools. In fact, if we survey a range of educational and sociological disciplines, we find a tendency to create a vague blend of issues of race and class, or class and culture, or to confuse the 'socio-' and the 'economic' aspects of "socio-economics." Unfortunately, researchers have found it difficult to accurately distinguish between these interlocking variables in many cases.

Still, if teacher preparation programs are to address the issues pertinent to low-income area schools, educators will have to make clear distinctions between economics and ethnicity. At the present time, much of the relevant literature tends to treat the problems of teacher education for minorities and the poor almost interchangeably. We must question the validity of this approach. For example, are we to accept the implication that teacher preparation methods targeted for schools serving black, hispanic, or Native American populations are necessarily appropriate for all low-income area schools? What about, for instance, schools with middle-class black populations, or schools serving Appalachian whites? While commonly associated, minorities and the poor are not necessarily synonymous. It is not enough to rely on ethnic differences without concern for economic differences. Furthermore, it may be misleading to attempt to translate ethnic difference into economic differences.

Unfortunately, educators do not appear to be making consistent headway in their discrimination of economic and ethnic variables. During the 1960s, considerable emphasis was placed on socioeconomic class differences. Terms such as 'underprivileged' or 'disadvantaged' which were applied to the urban poor were based on class differences. However, over the years, educators have become increasingly conscious of the patronizing attitude which they have extended to low-income populations, especially in urban settings. It seems that, in order to rectify their negative, deficiency-oriented approach, educators have steered away from noticing economic

differences altogether. Instead, they have focused on cultural differences; in the cultural realm, it appears to be easier for educators to maintain a positive orientation toward diversity.

The reasons behind educators' apparent preference for viewing differences from a cultural rather than an economic standpoint are not clear. One plausible explanation is that economic issues lie in a more sensitive or controversial zone than do ethnic differences. Nevertheless, while educators have progressed in their efforts to understand and appreciate cultural differences, these developments need to be extended to include the economic issues specific to low-income area schools. Educators need to answer the question of how teacher preparation for low-income area schools differs from programs designed with different ethnic minorities in mind.

4. Training for Middle-Class versus Low-Income Area Schools. The emergence of multicultural education has, in effect, given educators a handle on dealing with issues arising in low-income area schools. Multicultural education proposes specific curriculum reforms, appropriate teacher awareness and skill competencies, and suggests specific teacher training strategies. However, as proponents of multicultural education stress, education that is multicultural is designed for all schools, regardless of their ethnic or economic composition. In other words, if a school serves a predominantly black population, the educational process should be sensitive to the culture of those students; similarly, if the school is primarily hispanic, Irish Catholic, or white Anglo-Saxon Protestant. Furthermore, if the school serves a mixed student population, or if teachers and students come from diverse ethnic origins, the educational process should be sensitive to those cultural differences. Finally, multicultural education implies a value of universal cultural sensitivity; teachers and students alike should be appreciative of a culture regardless of that culture's representation in the immediate environment.

How, then, do the tenets of multicultural education apply to the circumstances of teacher preparation appropriate for low-income area schools? This is a problem which remains to be clarified. It is relatively

easy to say that multicultural education offers useful tools for improving the general educational quality of, and teacher preparation programs for, low-income area schools. It is more difficult to ascertain how these tools may differ, or be put to different uses, in order to meet the needs of low-income schools in particular. Educators must answer the question of how teacher preparation differs for teachers entering low-income schools, as opposed to middle-class schools.

5. Training for Different Low-Income Area Schools. Once educators have clearly distinguished the issues pertaining to teacher preparation for low-income area schools, they must be careful to avoid overgeneralization. That is, they must not overlook the differences between various distinctive low-income groups. For example, educators have often emphasized the urban poor, while glossing over the poor who live in rural areas. The urban education movement is an example of many educators' exclusive concern with the problems of urban school systems. This outlook can lead to an erroneous equation of low-income schools located in urban and rural areas, respectively.

Educators have also failed to distinguish between different low-income minority groups. Blacks, hispanics, Asian Americans, and Native Americans have often been categorized together, irrespective of the unique educational issues faced by each group. Educators must address the questions of how teacher education programs differ (1) in different low-income settings, such as urban, rural, and suburban areas, and (2) for low-income groups with different ethnic origins.

6. Training for Different Types of Interns. Another issue of concern to educators involved in the preparation of teachers for low-income area schools is the appropriateness of training programs for different types of prospective teachers. A number of factors appear to be of importance; both the ethnicity and the economic background of the teacher interns can be expected to affect their training needs for low-income area schools.

Essentially, we can identify four types of interns: (1) interns who are from the low-income community in which they plan to teach and who share a common ethnic as well as economic experience with their prospective students; (2) interns who come from a different low-income community and who therefore would not share the same cultural experience as their students; (3) interns who share a common ethnic heritage with their prospective students, but who come from a middle-class rather than a low-income community; and (4) interns from a middle-class community who do not share any cultural commonalities with their students. In addition, we might call attention to the distinctions made by some educational researchers with regard to the extent of an intern's "previous poverty experience" (Lawrence and Lang, 1969). In other words, intern's training needs may differ according to the precise extent of their prior involvement with low-income communities. An intern who has spent three years in the community may have different training needs from another who has worked in the community for only a few months. To make the matter even more complicated, it is also likely that individual attitudinal differences among various interns would play an important role in determining their training needs. Therefore, educators cannot ignore the question of how teacher preparation for low-income area schools differs according to the prior experience and background of the prospective teachers to be trained.

7. Identifying Specific Skills and Awarenesses. Educators have only begun the task of identifying the specific skills and awarenesses teachers must develop in order to be adequately prepared for teaching in low-income area schools. The issues discussed above have obviously had considerable impact upon the extent to which educators have succeeded in identifying the appropriate skills and awarenesses. If the issues of multicultural training versus training specifically designed for low-income area schools are being compounded, progress in identifying the corresponding requisite skills and training procedures will necessasrily be impeded.

In general, many educators appear to support the notion that adequate teacher preparation for low-income area schools involves the acquisition of supplementary skills and awarenesses. These skills are often expected to be over and above those required of teachers intending to work in

other school settings. However, the argument has also been made that any special skills which might be needed by teachers in a low-income area school would really be equally appropriate for a teacher to be trained to work effectively in any type of setting.

Leaving the above issue unresolved for the time being, we are confronted with a variety of skills and awarenesses which educators have stressed as important for teachers entering low-income area schools. One the one hand, the traditional subject matter competencies represent one important skill area. In addition, teacher preparation for low-income schools often emphasizes special skill areas such as remedial reading or language acquisition. Teachers are also frequently expected to be skilled in curriculum development, with the added competency of preparing or adapting special curriculum units which would reflect the cultural experience of the students attending low-income schools.

On the other hand, the development of a whole spectrum of attitudes and awarenesses, not generally considered to be a teacher training priority, has been recommended for teachers entering low-income area schools. Educators have stressed, in particular, the development of an awareness of culture as essential for teachers in low-income schools. Teachers need to be conscious of their own cultural identities as well as those of their students. They should have both a conceptual understanding of the dynamics of culture and an experiential or working knowledge of the day-to-day manifestations of culture in classroom interaction.

Therefore, teacher preparation programs have given increasing recognition to a new set of special skills for teachers. These include the development of (1) a sensitivity to cultural differences, (2) an appreciation of the positive qualities of different cultural identities, and (3) those skills which would enable the teacher to validate cultural differences in the classroom as well as to negotiate any culturally-based conflicts which might arise. The skills and attitudes which teachers need to develop if they are to be sensitive to the cultural dynamics in low-income schools are probably best summarized at this

time by the Awareness-Acceptance-Affirmation model created by the multicultural educators.

Thus, we see that educators have made progress in identifying the requisite skills and awarenesses for teachers in low-income area schools. At the present time, there remains a need for greater specification of these skills. Often, excessively generalized terms have been used to describe the recommended attitudes or awarenesses. For example, descriptors such as "sensitivity to" or "appreciation of" cultural differences do not translate easily into concrete, or behavioral, sets of skills. This, in turn, renders both assessment and evaluation more difficult.

The problem for educators, then, is three-fold: (1) how can all of the skills needed by teachers in low-income schools be correctly identified; (2) how can these skills, once identified, be translated into specific, concrete terms useful for training purposes; and (3) how can the outcomes of employing these specific skills in low-income school settings be evaluated, and, if necessary, more accurately redefined. In sum, educators must fully consider the question of how to specify the appropriate skills and awarenesses needed by prospective teachers in low-income area schools.

8. Identifying Appropriate Training Strategies. Educators are faced with the need for improving their training strategies for preparing teachers for low-income area schools. At the present time, a variety of different training methodologies has been employed by different teacher preparation programs. A range of approaches exists within the Teacher Corps; an even wider range can be found when other programs are considered as well. A currently pressing issue is the need to classify, compare, and evaluate all of these different training methods, and to redesign programs so that they meet the training needs of teachers for low-income area schools.

The task of identifying appropriate training procedures is necessarily related to the question of identifying skills and awarenesses to be

developed by teachers for low-income schools. Certain skills suggest corresponding training methods. For example, a conceptual understanding of the dynamics of culture suggests the need for preparatory coursework which combines educational, anthropological, and sociological disciplines. However, it is not always so obvious which training approaches might be appropriate. In the area of cultural sensitivity, for instance, designing effective training poses a particular problem. Educators are often faced with the difficult task of changing the lifelong attitudes of prospective teachers. Furthermore, they may be attempting to affect lasting changes within a very brief period of time.

Educators need to make a realistic appraisal of their training goals and outcomes. The integration of pre-service and inservice training can lend more continuity to the process of teacher preparation. At the same time, an individual teacher may not remain within the same school district and therefore would not benefit from the ongoing growth process.

Concentrating on the pre-service phase of teacher preparation for low-income schools, we find six primary categories of training strategies. These include:

- Academic coursework; some courses deal with the issues of low-income schools indirectly while others have a more explicit orientation;
- Experiential coursework, workshops, or seminars; these employ a range of role-play, simulation, or microtraining techniques;
- Classroom observation, in low-income area schools;
- Student teaching; practice teaching with supervision in low-income area schools;
- Community activities; participation in low-income community agencies, or other community functions; and
- Community live-in experience; domicile with a family in low-income community for a specified period of time.

Educators need to make an accurate determination of the effectiveness of each of these training strategies. At the present time, most evaluations of existing training programs have not employed sufficiently extensive empirical measurement. Educators need a better sense of which skills are developed by each of their training strategies; they must answer the question of how to design the most effective training strategies for preparing teachers for low-income area schools.

9. Sequencing of Training. In addition to determining the effectiveness of the respective training strategies available to teacher educators, the sequential order of the training must be considered. Different programs emphasize different aspects of training by the order in which they place different activities. The length of time devoted to different activities also affects the outcomes of those aspects of training. For example, the timing of student teaching or the length of a community live-in experience are likely to influence the skills which a prospective teacher is able to acquire.

One training sequence commonly followed by programs such as the Teacher Corps contains the following elements:

(1) Orientation period
(2) Experiential component
(3) Academic coursework
(4) Community experience
(5) Classroom observation
(6) Student teaching

In many instances activities are ongoing and therefore simultaneous. Further, some of the components address issues of low-income area schools while others do so indirectly or not at all. Thus, educators need to consider the sequencing of low-income related training within the larger context of program planning. They need to test the advantages as well as the drawbacks of the various sequences. They also need to be aware of the interactional effects of the different training components. For example, academic coursework may pave the way for understandings gained

through experiential activities. On the other hand, experiential training may provide an introduction to, and increase the personal relevance of, academic work. Of course, the individual needs or backgrounds of different interns are also likely to influence the course of any given training sequence. In sum, educators must determine the best order for maximally effective teacher preparation for low-income area schools; if there is no universally best order, they must understand what constitutes the best order for any particular set of circumstances.

10. Need for Further Research. Finally, given the many alternative training options currently available to educators, there is a pressing need for further research. Indepth study and evaluation are needed to compare the different approaches and to determine which will most successfully accomplish what objectives and which will be most appropriate for what settings. Research is also called for to help in the development of new training strategies geared to the low-income school.

Conclusion

The above listing does not constitute an exhaustive listing of the current issues in the field of teacher preparation for low-income area schools. It does, however, summarize the most prominent concerns which have emerged from our literature and documents review. Obviously, many problems have been raised which are beyond the scope of work for the case study project currently being undertaken. Nevertheless, our research needs to be designed and conducted in a manner which demonstrates awareness of all the issues cited.

In conclusion, our statement of the problem allows us to draw conclusions of an optimistic tone. The field of teacher preparation for teachers entering low-income area schools can be characterized as young and growing. Rapid change has brought both confusion and progress. The persistence of highly-charged, even volatile, problems associated with low-income area schools has served to stimulate some educators and to

stymie others. At the present, educators in the Teacher Corps as well as other programs with similar goals are engaged in the design, implementation, and evaluation of innovative training methods for teachers entering low-income area schools. A picture of the manner in which teachers can best be introduced to low-income area schools has begun to emerge. We are hopeful that future endeavors will fill in the details of this picture, showing us how the teacher's perspective is developed and answering the problems which we have stated here.

APPENDIX I

ANNOTATED BIBLIOGRAPHY OF LITERATURE

ANNOTATED BIBLIOGRAPHY OF LITERATURE

Allen, A. and Seaberg, D. The community survey: A neglected learning tool. The Teachers College Record, 1967, 69(2), 159. Description of a community experience used to train teacher interns in New York and Illinois teacher education programs. Interns conducted community surveys in order to become familiar with the culture of the community.

Anderson, A. A competency-based approach in the preparation of teachers for urban schools. Journal of Afro-American Issues, 1976, 4(1), 282-287. Description of the Urban Teacher Preparation Program at Syracuse University.

Antes, J. Studying Human Ecology: Teacher education and the culturally diverse. Childhood Education, 1972, 48(4), 182-186. Description of pre-service program for teachers including a one-week "live-in" experience with black or Native American families in urban or rural low-income areas.

Boleratz, J. and East, M. A cross-cultural and cross-class experience for preteachers. Journal of Teacher Education, 1969, 20(4), 435-439. Description of a ten-week long community "live-in" experience for pre-service teachers who lived and worked as members of a low-income family. Evaluation difficult.

Boyce, E. An Exploratory Study of Two In-Service Training Programs for Twenty Teachers on Race and Poverty in the Inner City. Unpublished dissertation, Boston University, 1972. Comparison of two inservice programs, one with a low-income community live-in experience, the other with group dynamics training. The study documents the need for improved inservice training for teachers in low-income schools.

Broudy, H. Schooling for the culturally deprived. The Teachers College Journal, 1965, 37(1), 4; 14-18. Discussion of the social context of education in low-income schools. Stresses the need for improving the quality of education as well as methods of teacher training.

Broussard, V. Pre-requisites for teaching the disadvantaged. Forum for the Discussion of New Trends in Education, 1978, 20(3), 83-87. Lists six major pre-requisites for successful teaching in low-income schools. Discusses implications for teacher preparation.

Carnegie Council on Policy Studies in Higher Education. Making Affirmative Action Work in Higher Education: An Analysis of Institutional and Federal Policies with Recommendations. San Francisco: Jossey-Bass, 1975. In-depth analysis of the successes and failures of affirmative action in higher education. Identifies areas of underrepresentation for minorities and women and recommends corrective measures.

Clark, K. American education today. In M. Weinberg (Ed.), Integrated Education. Beverly Hills, Calif.: Glencoe Press, 1968. Philosophical statement about the status of educational reform and its impact upon the schools of low-income and minority populations.

Clothier, G. Inner city teachers: A preservice model. Theory into Practice, 1972, 11(4), 252-257. Description of the Cooperative Urban Teacher Education Program (CUTEP) developed in Kansas City, Missouri. Presents a sequence of stages of concern teachers go through during their student teaching experience.

Clothier, G. and Kartas, I. Now I Have Known Me:...Report on Mental Health Aspect of Cooperative Urban Teacher Education Program. Washington, D.C.: Office of Education, 1970. (ERIC Document Reproduction Service No. ED 121 926) Description of program for preparing teachers for low-income schools in the inner city. Emphasis on teacher self-understanding.

Clothier, G. et al. Preparing Teachers for Urban Schools: An Annotated Bibliography for Teacher Education. Washington, D.C.: Office of Education, 1969. (ERIC Document Reproduction Service No. ED 033 094) Useful resource document; an annotated interdisciplinary bibliography of efforts to improve the training of prospective teachers for low-income, or urban, schools.

Conforti, J. The socialization of teachers: A case study. Theory into Practice, 1976, 15(5), 352-359. Article describes a teacher training program for teachers entering a low-income area school, and addresses the question of overcoming established conservatism which stands in the way of innovations.

Cowles, M. (Ed.) Perspectives in the Education of Disadvantaged Children: A Multidisciplinary Approach. Scranton, Penn.: International Textbook Co., 1967. A collection of papers prepared for pre-service and inservice teachers to low-income schools. Emphasis on understanding the culture of poverty.

Cruickshank, D. and Myers, B. A Brief Review of Studies of Problems of Teachers conducted by Donald R. Cruickshank with Others with Particular Attention to Instrument Development, 1975. (ERIC Document Reproduction Service No. ED 117 068) Compilation of research about five instruments designed to assess the problems encountered by teachers (especially beginning teachers) in low-income schools. Includes actual instruments.

Cruickshank, D. et al. Perceived Problems of Teachers in Schools Serving Rural Disadvantaged Populations and Their Comparison with Problems Reported by Inner City Teachers. Washington, D.C.: Office of Education, 1968. (ERIC Document Reproduction Service No. ED 027 986) Study employed the Teacher Problem Inventory with teachers in urban and rural low-income settings. Reported significant differences in the problems encountered by the respective teacher groups.

Curran R. and Guertin, W. The war on poverty and the social origins and training of educational students. Journal of Teacher Education, 1966, 17(4). Investigation of the social class backgrounds of prospective teachers, revealing a trend toward middle-class teachers. Emphasis on the desirability of increasing the number of teachers from low-income backgrounds.

Dawson, M. Community based multicultural teacher education in comparative perspective. Teacher Education Forum, 1973, 2, 5-18. Description of multicultural training, including three stages in the development of cultural awareness for pre-service teachers.

De-Zuker, P. The molding of an inner-city teacher. American Education, 1973, 9(4), 22-27. Stresses the importance of direct, "hands-on" experience for prospective teachers for low-income schools.

District of Columbia Schools, The Urban Teacher Corps 1963-68: Description and Philosophy. Washington, D.C., 1968. (ERIC Document Reproduction Service No. ED 038 350) Early history of the Teacher Corps program.

Dotts, W. Black and white teacher attitudes toward the disadvantaged and poverty. Education, 1978, 99(1), 48-54. Study showed no significant differences between black and white elementary school teachers' attitudes toward the poor. Both black and white teachers had negative expectations of low-income youth.

Edelfelt, R. et al. Lessons from the Teacher Corps. Washington, D.C.: National Institute for Education. (ERIC Document Reproduction Service No. ED 099 382) A history of the Teacher Corps Program which also includes evaluative information of several Teacher Corps sites.

Eland, C. The Culturally Disadvantaged: A Field Experience Guide. Washington, D.C.: Office of Education, 1968. (ERIC Document Reproduction Service No. ED 080 497) Teacher education-materials developed out of the Red River Valley Inter-Institutional Project. This project involved a comparison of rural and urban low-income areas.

Elliott, F. and Cox, R. Educational Communication for the Deprived Child: Report and Suggestions. Texas A & I University, Kingsville, Texas. Teacher Corps Project Report, 1968. Project documentation emphasizing characteristics of low-income students, and suggesting methods for teaching such students in a most effective manner.

Ether, J. Teacher Preparation for the Minority and Disadvantaged. National Center for Research and Information on Equal Educational Opportunity Tipsheet, Number 10, 1973. A review of several books written to prepare teachers to work in low-income schools. Concludes that better materials still need to be created by teacher educators.

Fox, G. (Ed.) Federal Role in School Reform from Sociological and Educational Perspectives for the Office of Education, Washington, D.C. Papers and reactions inspired by the issues raised by Corwin's report on the Teacher Corps as an instrument of change.

Friedman, P. and Friedman, H. Frequency and Types of Teacher Reinforcement Given to Lower and Middle Class Students. Paper presented at the American Educational Research Association Annual Meeting, New Orleans, LA, 1973. Teachers gave more positive reinforcements to middle-class than to low-income students. Study addresses the problem of teacher stereotyping.

Furno, O. and Kidd, J. New Teachers for the Inner City. Washington, D.C.: Capitol Publications, Inc., 1974. Case study of the Baltimore Teacher Training Project which also presents the state-of-the-art with respect to preparing teachers to teach in low-income schools.

Gies, F. and Alspaugh, J. The measurement of teacher values concerning disadvantaged pupils. Journal of Negro Education, 1973, 42(1), 39-43. Development of an instrument to measure teacher values which could be used as an assessment tool with prospective teachers in low-income schools.

Gold, M. Hunter College TTT Program: Training the Teachers of Teachers Elementary Education, City University of New York, N.Y., 1972. (ERIC Document Reproduction Service No. ED 075 433) Description of a program designed to upgrade the quality of teacher preparation for low-income areas. Stressed university and community cooperation.

Goldenberg, I. Social class differences in teacher attitudes toward children. Child Development, 1971, 42(5), 1637-1640. Comparison of low and middle class teachers' attitudes towards their students. Study found the middle class teachers to be more permissive and less puritanical. Researchers' choice of language indicated bias against low-income teachers.

Goldman, H. The Schools and the Disadvantaged: An Examination of a Fundamental Conflict. Paper presented at the Conference on the Disadvantaged, University of Wisconsin, Milwaukee, 1967. Discussion of educational inequities caused by persistent middle-class bias which results in rejection of low-income students. Stresses the need for specially trained teachers to confront the educational needs of low-income students.

Gollub, W. and Sloan, E. Teacher expectations and race and socioeconomic status. Urban Education, 1978, 13(1), 95-106. Reviews of the literature pertaining to teacher expectations and social class. Most studies revealed that teachers had low expectations for minority and low-income students.

Good, T. et al. Teaching mathematics in high and low SES classrooms: An empirical comparison. Journal of Teacher Education, 1978, 29(5), 85-90. Analysis of student-teacher interactions in different SES classrooms. Supervision, control, and praise are among the interactions which appeared to be particularly significant in low-income classrooms.

Grove, C. Non-verbal behavior cross-cultural contact, and the urban classroom teachers. Equal Opportunity Review, 1976, p. 1-6. Anthropological study of student-teacher communication across cultural lines. Stresses importance of developing sensitivity to cultural differences, so that teachers in low-income schools can avoid misunderstanding of their students.

Hannah, A. and Riessman, F. Teachers of the Poor. Mobilization for Youth, Inc., New York, N.Y., 1964. Recommendations for improved teacher preparation programs for low-income schools. Sociology background, direct community experience and role-playing techniques suggested.

Hartford Public Schools, Hartford, Conn. Project Train: Teacher Corps Cycle X. For the Office of Education, Washington, D.C., 1976. (ERIC Document Reproduction Service No. ED 157 879) Description of Project Train, an inservice training program designed to train teachers and interns to meet the needs of urban, low-income populations. Emphasis on parent involvement.

Harty, H. Pre-service teacher's eye view of pre-student teaching community based experiences in poor minority settings. Teacher Education Forum, 1975, 3(14). Evaluation of teacher's experiences in a pre-service program for low-income schools. Consideration of a variety of factors which need to be incorporated in a modal program for low-income school teacher preparation (i.e. understanding of poverty culture, strategies for developing positive attitudes, etc.). Study stressed need for improved programs.

Henderson, J. and Ward, T. Teaching in the Inner City: Identification of Educational Practices of Competent Elementary Teachers of Culturally Disadvantaged Youth. Michigan State University, Lansing, 1966. (ERIC Document Reproduction Service No. ED 050 066) Comparative study of teacher behaviors of inner-city and non-inner-city teachers. Report emphasizes discussion of the research procedures employed.

Hess, R. et al. Teacher strategies and student engagement in low-income area schools. Research and Development Memorandum No. 105. National Institute of Education, Washington, D.C., 1973. Effective teaching strategies for low-income classrooms identified. Effects of these strategies were studied in elementary classes with low-income students.

Institute for the Study of Educational Policy. Equal Educational Opportunity for Blacks in U.S. Higher Education. Washington, D.C.: Harvard University Press, 1976. Comprehensive study presents detailed, statistical picture of black representation in higher education. Makes recommendations for further advancement of minorities.

Institute for Teachers of Students with Special Needs. Motivation and Education of Disadvantaged Pupils. Agricultural and Technical State University, Greensboro, N.C., 1970. (ERIC Document Reproduction Service No. ED 061 368) Although designed to promote teacher understanding of cultural differences, this report serves to perpetuate many of the old stereotypes of low-income students.

Jensen, M. and Lawrence, B. The Influence of Presentation, Ethnicity, and Social Class on Teachers' Evaluations of Students. Paper presented at the Speech Communication Association Annual Convention, New York, N.Y., 1973. A study of teachers' stereotypes of students, using black, white and Chicano students from low and middle income families. Teachers exhibited more negative attitudes toward low-income and minority students.

Johnson, W. Misunderstanding low income and minority students. Negro Educational Review, 1972, 23(1), 38-44. Discussion of the ways in which teachers demonstrate their inability to understand low-income and minority students. Stresses the educator's need for greater cultural sensitivity and a positive attitude toward low-income students.

Kaplan, G. From Aide to Teacher: The Story of the Career Opportunities Program. Washington, D.C.: Office of Education, 1977. (ERIC Document Reproduction Service No. ED 139 798) A history of the COP Program, which trained persons from low-income communities to become teachers in those communities. Local institutions of higher education were involved in the certification of these teachers.

Karls, J. Retrain to Retain. Paper presented at the Annual Convention of the National Council of Teachers of English, Atlanta, Georgia, 1970. Emphasizes the need for additional, interdisciplinary courses as part of teacher training and inservice programs in low-income schools. Suggests inclusion of sociology, psychology and human relations courses.

Kennedy, J. et al. Problems of beginning secondary teachers in relation to school location. Journal of Educational Research, 1976, 69(5), 167-172. Inner-city teachers reported more problems, especially associated with issues of control, then did suburban teachers. However, neither group of teachers considered their problems to be more bothersome.

Kennedy, V. and Roush, R. (Eds.) Teacher Corps: A New Dimension in Education, Selected Readings. Bureau of Educational Research and Services, University of Houston, Houston, Texas. A collection of activities about Teacher Corps training, including (1) program structure, (2) training innovations, and (3) curriculum design for low-income schools.

Kornacker, M. How Urban High School Teachers View Their Job. Chicago, Ill.: Chicago University, 1966. (ERIC Document Reproduction Service No. ED 010 262) Comparative study of the role orientations of teachers from different ethnic and social class backgrounds. Differences were found in the orientations of teachers from different backgrounds.

Krosky, R. et al. Teacher Training Experiences for Inner City Schools. Greely, Colo., University of Northern Colorado, 1970. (ERIC Document Reproduction Service No. ED 051 102) Description of a training program with "live-in" component. Included experiences in both Native-American communities and the inner city.

Lawrence, G. and Long, L. The Effect of Previous Poverty Experience on Success in Teacher Corps Preservice Programs. National Teacher Corps, Washington, D.C., 1965. Investigation of teacher effectiveness in low-income schools, concluded that prior low-income experience is not necessarily associated with greater success. Study was not well controlled, however.

Leacock, E. Teaching and Learning in City Schools; A Comparative Study. New York, N.Y.: Basic Books, Inc., 1969. Book comparing educational and socialization processes in schools with low and middle income populations. Emphasis on overcoming stereotypes.

Levine, D. and Doll, R. Inner-City Schools and the Beginning Teacher: A Dialogue. Commission of Education, Human Rights and Responsibilities, Bloomington, Ind., 1966. A survival guide for beginning teachers in low-income schools. The authors portray low-income students in a negative light, stressing their deficiencies rather than strengths to the prospective teacher.

Levine, M. and Feeney, M. The Effect of Practice Teaching in Inner City Schools on Attitudes Toward Teaching in Inner City Schools, 1969. (ERIC Document Reproduction Service No. ED 035 577) Empirical study of the attitudes of student teachers, after practice teaching. Discipline and control emerged as primary concerns, although teachers tended to develop more positive attitudes toward inner-city children as a result of their classroom experience.

Lohman, J. Cultural Patterns in Urban Schools: A Manual for Teachers, Counselors, and Administrators. Berkeley, Calif.: University of California Press, 1969. Guidebook to help teachers understand problems typically encountered in dealing with students from different subcultures. Includes examples as well as suggestions for appropriate coping strategies.

Long, S. and Long, R. Teacher-candidates' poverty perceptions. Journal of Negro Education, 1974, 63(4), 494-505. Investigation of the stereotypes held by teachers of low-income students. Recommendations for further research to clarify many questions related to student-teacher interactions and pre-service training programs.

Lynch, P. and Barnette, J. An Intervention to Assist Teachers in Creating Supportive Classroom Climates. Paper presented at the Annual Meeting of the American Educational Research Association, New York, N.Y., 1977. Study of behavior modification with teachers in different SES classrooms. Students' attitudes toward school and self-esteem were raised in both low and high-income schools as a result of the research intervention.

Mathieson, M. Beginning Teachers in the Inner City: A Study of the Literature on Their Problems and Some Possible Solutions. Washington, D.C.: National Center for Educational Communication, 1971. (ERIC Document Reproduction Service No. ED 050 028) Comprehensive literature reviews including notes, research reports, program descriptions and program proposals. Literature reveals the need for extensive pre-service experience to prepare beginning teachers for low-income schools.

McCahon, D. et al. Evaluation of Pittsburgh Teacher Corps Pre-Service Program-Fourth Cycle. Pittsburgh, Pa.: Pittsburgh University, 1969. (ERIC Document Reproduction Service No. ED 047 001) Evaluative study of Teacher Corps program. Emphasis on the development of behavioral objectives.

Mesa, P. Implications for In-Service Education of the Urban/Rural School Development Program Experience, Stanford, Calif.: Stanford University, 1975. (ERIC Document Reproduction Service No. ED 143 467) Discussion of different methods of inservice training for low-income schools which have been developed at Stanford. University-community cooperation appears to be a key to success.

Miller, H. Urban Education, The Effect of Information on Student Beliefs about the Slum School. Hunter College, City University of New York, N.Y., 1963. Description of Hunter College Program TRUE, designed to counteract teacher interns' fears of low-income schools. Training involved the interns in learning about the culture of poverty and stressed the development of positive attitudes.

Moss, A. Consultation in the inner-city school. Social Work, 1976, 21(2), 142-146. Psychosocial approach to alleviating tensions experienced by teachers and students in low-income schools. Article presents an approach which could be valuable if included in either pre-service or inservice training.

Murnane, R. and Phillips, B. Effective Teachers of Inner City Children: Who They are and What They Do. Washington, D.C., National Institute of Education, 1978. (ERIC Document Reproduction Service No. ED 166 348) Discussion of the effectiveness of different methods of teaching children from low-income families. Direct instruction was found to be the most generally effective teaching approach with low-income students.

Newell, R. A new dynamic for training inner-city teachers. Journal of Teacher Education, 1972, 23(4), 421-426. Description of unique program using multimedia communication packages to reduce role confusion due to cultural differences, and to ease the cultural shock experienced by many teachers entering low-income schools.

Ornstein, A. Urban Education: Student Unrest, Teacher Behaviors, and Black Power. Columbus, Ohio: Charles E. Merrill Publishing Co., 1972. Discussion of the racial and cultural crises faced by the public schools. Focus on the perspectives of the students as well as the teachers. Includes a suggested model for improved teacher training for inner city shcools.

Ornstein, A. Urban teachers and schools: Fashionable targets. Educational Forum, 1971, 35(3), 359-366. Discussion of popular attitudes toward teaching in low-income schools; analysis of criticism and its validity, or lack of validity, among educators.

Pappanikou, A. and Drake, T. Educating teachers for the city. Journal of Research and Development in Education, 1971, 4(4), 33-51. Stresses the need for teachers to develop appropriate sensitivities for teaching in low-income schools.

Reissman, F. Blueprint for the Disadvantaged. B'nai B'rith Anti-Defamation League, New York, N.Y., 1968. Description of teaching techniques which are likely to be successful with low-income students. Although designed to help prospective teachers, article conveys stereotypes of the low-income student.

Rittenmeyer, D. and Heinen, J. The Preparation of Urban Educators: A Survey of Urban School Systems. Paper presented at the Second Annual Urban Education Conference, Milwaukee, Wisconsin, 1976. Reports the results of a survey conducted among city school superintendents, with respect to the required and recommended training for teachers. Study found an acknowledged need for improved training and recommended that certificate requirements reflect the specific needs of low-income students.

Rogers, F. The Teacher Corps Project at New York University. New York, N.Y., 1966. (ERIC Document Reproduction Service No. ED 013 745) Program described which combines pre-service and inservice training for teachers in low-income schools. Emphasis on development of improved curriculum.

Rosen, S. Training Program for Community College Teachers of Minority and Low-Income Students. Washington, D.C.: For the Bureau of Educational Personnel Development, 1971. (ERIC Document Reproduction Service No. ED 073 050) Description of a training program at the University of Hawaii, involving teachers in a live-in experience.

Rothstein, S. Orientations: First impressions of an urban junior high school. Urban Education, 1979, 14(1), 91-116. Anecdotal account of life in an urban school, emphasizing perceptions and problems likely to be encountered by a beginning teacher.

Sciara, F. and Jantz, R. An Attempt to Measure Pre-service Teacher Attitudes Utilizing an Empathy Towards Poverty Scale. Ball State University, Muncie, Ind., 1973. Describes an instrument which was constructed to measure attitudes of pre-service teachers in low-income schools. Includes the instrument itself, as well as pre-test/post-test results.

Scott, H. Teacher education for urban teachers. Journal of Teacher Education, 1978, 29(5), 41-42. Discussion of the challenges faced by teachers in low-income area schools. Recommends improved teacher preparation to meet these challenges.

Shaw, P. and Funderbark, C. Teachers' political attitudes: Alienation, dogmatism, and commitment to democratic values. Urban Education, 1976, 10(4), 366-378. Comparison of teachers in rural and urban settings, reporting that teachers in both locations, as well as teachers of different ethnic backgrounds, tend to hold beliefs supportive of the social order.

Smiley, M. et al. Curriculum Development Project for the Preparation and Evaluation of Materials for Training Teachers Serving Depressed Urban Areas: Final Report, 1964. (ERIC Document Reproduction Service No. ED 001 631) An early attempt to provide materials for teachers preparing to teach in low-income schools. Wide range of sources include audio-visuals as well as sociological and anthropological materials.

Smith, C. The Clinical Experience: A New Component of Urban Teacher Education Models, 1970. (ERIC Document Reproduction Service No. ED 040 123) Defines the "clinical experience" as one which provides a teacher intern with direct community experience. Article recommends the incorporation of "clinical" work in teaching programs for teachers entering low-income schools.

Smith, C. Teaching in the inner-city: Six prerequisites to success. Teachers College Record, 1972, 73(4), 547-548. Six prerequisites listed capture the essential elements of most effective programs designed to prepare teachers for low-income schools (re: developing cultural sensitivity, community cooperation, etc.).

Stewart, C. and Hart, H. Teacher education in an urban school system. Theory into Practice, 1972, 11(5), 285-290. Description of Detroit's Teacher Education Program. Emphasis on identifying observable teacher behavior to be targeted for training improvement.

Stone, J. Teachers for the Disadvantaged (Series in Higher Education). San Francisco, Calif.: Jossey-Bass, Inc., 1969. Presention of 25 projects designed to prepare teachers for low-income schools. Uses the problems encountered by these projects to derive a composite model of effective teacher preparation.

Strom, R. Enabling Teacher Success: The Inner City. Columbus, Ohio: Ohio State University Publications, 1970. Report of a teacher preparation program for teachers entering inner-city schools. Training included direct experience with the poverty population to build teacher sensitivity.

Strom, R. The Preface Plan, A New Concept of Inservice Training for Teachers Newly Assigned to Urban Neighborhoods of Low Income. Ohio State University, 1967. (ERIC Document Reproduction Service No. ED 017 596) Description of an Inservice Program for teachers in low-income area schools. Summer inservice model stressed community contact, and follow-up workshops during the school year.

Talmage, H. and Monroe, G. A Cooperative Program in Urban Teacher Education. Chicago: Illinois University. (ERIC Document Service No. ED 040 136) Description of program which was designed as a laboratory test of innovative teacher preparation concepts. Study focused on affective changes resulting from the training process, and on the development of an evaluation model for teacher training.

Teacher Training for Urban Schools: A Survey of Teacher Training in Ohio. Ohio State Civil Rights Commission, Department of Education and Community Relations, Columbus, Ohio, 1972. Impressive survey clearly documenting the lack of adequate teacher preparation for low-income schools offered by institutions of higher education in Ohio. Includes comprehensive set of recommendations for improving teacher training programs.

Walton, J. An instrument for measuring attitudes toward teaching in the inner-city school. Journal of the Student Personnel Association for Teacher Education, 1975, 13(4), 177-83. Development of an attitude scale to distinguish between negative and positive attitudes held by prospective teachers for low-income schools.

Wayson, W. Good Multi-Racial and Multi-Ethnic Service Programs for Urban Schools. Paper presented at the Annual Meeting of the American Association of School Administrators, Dallas, Texas, 1975. Discussion of the ingredients of inservice programs designed especially for low-income area schools. Stresses the role of the principal.

Weinberg, P. Teachers' Perceptions of Young Children. Chicago, Ill.: Univeristy of Chicago, 1975. Comparison of teachers' attitudes, using teachers from black inner city schools and teachers from white middle-class schools. Teachers appeared to hold similar attitudes in both settings.

Weinstock, H. and Turner, H. Philosophic Orientation, Logical Consistency, and Teaching Attitudes of Urban and Suburban Teachers. Paper presented at Annual Meeting of American Educational Research Association, Minneapolis, Minn., 1970. Study compared teachers in urban and suburban schools, revealing that suburban teachers tended to demonstrate more logical consistency. Findings implied that suburban teachers be encouraged to work in an urban setting.

Wickman, E. Children's Behavior and Teacher's Attitudes. New York, New York: Commonwealth Fund, 1928. Classic study of the middle class values of teachers and their effects on classroom dynamics.

Williamson, J. and Campbell, L. Inner City Teachers More Authoritarian, 1977. (ERIC Document Reproduction Service No. ED 141 303) Study of authoritarianism and teachers in middle and low-income schools. Found that pre-service teachers became more authoritarian after student teaching experiences, and that student teachers in inner city schools tended to be more custodial before student teaching than suburban teacher interns.

Wisniewski, R. Urban Teacher Preparation Programs. Social Education, 1969, 33(1), 77-82. Stressing the importance of culturally appropriate curricula for low-income schools, this article lists criteria for evaluating teacher education programs.

APPENDIX II

BIBLIOGRAPHY OF TEACHER CORPS DOCUMENTS

BIBLIOGRAPHY OF TEACHER CORPS DOCUMENTS

Auglin, L. and Patton, W., eds. 6 Stating the Case: Approaches to the Election of Community Councils, Midwest Teacher Corps Network, Minneapolis, Minn.: University of Minnesota Press, 1979.

Barker, P. Toward a definition: Dealing with difference. Reflections, Expressions, Directions: Teacher Corps Developmental Conference, Omaha, Nebraska, 1976, p. 84.

Black Hills State College, Indian Teacher Corps--Thirteenth Cycle Project Proposal; plus Continuation Appendix. Spearfish, South Dakota, 1978/1979.

Broyls, G. A model for examining multicultural concepts. Teacher Corps National Conference Report, 1977, p. 74.

Bush, R. We know how to train teachers right: Let's do it. Teacher Corps National Conference Report, 1977, pp. 12-15.

Colorado State University and the Fort Lupton School District. Thirteenth Cycle Teacher Corps Project: Continuation Proposal, Fort Collins/Fort Lupton, Colorado, 1979.

Connecticut, University of, and the Windham Public Schools. A Request for Continuation in Teacher Corps, Storrs/Williamantic, Connecticut, 1979.

Druian, G. Citizen Participation Handbook: Four Case Studies; Community Education Advisory Council Report No. 6, Rural Education Program, Northwest Regional Educational Laboratory, Portland, Oregon.

Eastern Montana College and the Lame Deer Public School. Program '78 Teacher Corps 1978-1983--Northern Cheyenne Field Services Model; plus Second Year Amendments, Billings/Lame Deer, Montana, 1978/1979.

Fagan, T. Education that is multicultural and school desegregation. Teacher Corps National Conference Report, 1978, pp. 105-107.

Gay, G. Multi-cultural education as total educational reform. Reflections, Expressions, Directions: Teacher Corps Developmental Conference, Omaha, Nebraska, 1976, p. 85.

Hunter College and the Research Foundation of CUNY. The District 4 (East Harlem)--Hunter College Arts and Humanities Teacher Corps Project; plus Second Year Amendments, New York, N.Y., 1979.

Hunter College/Community School District 4. Inservice Strands Sept. 79--Jan. 80, New York, N.Y. 1979.

Idaho State University. Eleventh Cycle Teacher Corps Project--Teachers for the Rural World: A Final Evaluation 1976-1978, Pocatello, Idaho, 1978.

Idaho State University and the Pocatello School District #25. Teachers for the Rural World--A Project 1978 Proposal; plus Continuation Proposal, Pocatello, Idaho, 1978/1979.

Indiana University. Indiana Youth Advocacy Teacher Corps Program '78, Bloomington, Indiana, 1978.

Memphis State University. Mid-South Teacher Corps, Program '79--Continuation Grant, Memphis, Tennessee, 1979.

Morris, L., Sather, G. and Scull, S., eds. Extracting Learning Styles from Social/Cultural Diversity, Southwest Teacher Corps Network, 1978.

Payne, C. The Preparation of Multicultural Teachers as Opposed to the Narrow Concept of Ethnic Studies, Teacher Corps National Developmental Conference, 1978.

Queens College of the City University of New York. Final Report--Evaluation of the Second Year Activities of the Learning Community--A Queens College Teacher Corps Project at P.S. 133 Manhattan, New York, N.Y., 1978.

Queens College of the City University of New York and Community School District Five, New York Board of Education. The Learning Community--A Teacher Corps Training Program--Proposal, 1979.

Savage, J. Teacher Corps Portraits: Four Case Studies, Omaha, Nebraska: The University of Nebraska Press, 1977.

Smith, W. The three phases of Teacher Corps. Teacher Corps National Conference Report, 1977, p. 320.

Smith, W. What is program '78? Teacher Corps National Conference Report, 1978, pp. 71-75.

Stanford University and the San Jose Unified School District. Teacher Corps Continuation Proposal, Stanford/San Jose, California, 1979.

Steffensen, J., Fox, G., Bush, R., and Joyce, B. Teacher Corps Evaluation, Omaha, Nebraska: University of Nebraska Press.

Texas Christian University and the Fort Worth Independent School District. Fort Worth Teacher Corps Program '78--Second Year Continuation Grant Application, Fort Worth, Texas, 1979.

U.S. Government Printing Office. Rules and regulations for the Teacher Corps program. Federal Register, 43(37), pp. 7530-7539.

Waterman, F., Andrews, T., Houston, W., Bryant, B., and Pankratz, R. Designing Short-Term Instructional Programs, Washington, D.C.: Association of Teacher Educators, 1979.

Western Kentucky University and the Jefferson County Public Schools. A Collaborative Effort for the Improvement of Educational Opportunities--A Proposal for a Project '78 Teacher Corps Project, plus, Amendments for Continuation of Project '78, Bowling Green/ Louisville, Kentucky, 1978/1979.

Western Washington. Teacher Corps Project '78 Proposal: The Western Washington Cooperative Program Unit for Professional Development, Bellingham, Washington, 1978.

Wisconsin, University of, and the Berlin Area School District. A Program to Help Educational Personnel Work More Effectively with Children, Particularly from Migratory Agricultural Families, in a Rural Wisconsin Community--Teacher Corps Continuation Application, Oshkosh/Berlin, Wisconsin, 1979.

Wisconsin, University of, and the Berlin Area School District. Teacher Corps Interim Report for Fiscal Year 1979, Oshkosh/Berlin, Wisconsin, 1979.

Wyoming, University of, and the Arapahoe Community School. Arapahoe Teacher Corps Program '78--Teacher Corps 1978-1983; Proposal, plus Second Year Continuation Proposal, plus Negotiated Revisions, Laramie/Arapahoe, Wyoming, 1979.

Wyoming, University of, and the Arapahoe Community School. Arapahoe Teacher Corps Program '78--Interim Performance Report, Laramie/ Arapahoe, Wyoming, 1979.

Youngstown State Unviersity, and the Youngstown City Schools, J. McBrayer, ed. Proposal for a Teacher Corps Project (Eleventh Cycle), Involving the Youngstown State University and the Youngstown City Schools, Youngstown, Ohio, 1976.

Youngstown State University, and the Youngstown City Schools. Proposal for a Teacher Corps Grant (Project '78) Involving the Youngstown State University and the Youngstown City Schools, Youngstown, Ohio, 1978.